

EIGHTEENTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1923

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EDMONTON:
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1924



THE SUNALTA SCHOOL TEAM, CALGARY
 Winners of the Spelling Trophy donated by W. M. Davidson, M.L.A.

Left to right —
 Bottom row—Jean McGill, Careron Jamieson, Kenneth White, Muriel Sturgeon.
 Middle row—Gordon Buchanan, Dorothy White, Principal E. S. MacGregor, Thelma Fox, Frank Newton.
 Top row—Katherine Dunbar, Lavinia Kay, Mary Peach, Mary McLennan.



DEPARTMENT OF EDUCATION,
EDMONTON, December 31, 1923.

To His Honour

ROBERT GEORGE BRETT,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1923.

Your obedient servant,

PERREN BAKER,
Minister of Education.

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EDMONTON, ALBERTA,
December 31, 1923.

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1923. It includes reports of the following divisions: The Deputy Minister, the Supervisor of Schools, the Chief Inspector, School Libraries Branch, Debenture Branch, Technical Education, and Statistics relating to the progress of education in the Province for the year.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

REPORT OF DEPUTY MINISTER OF EDUCATION

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the eighteenth Annual Report of the Department of Education for the Province of Alberta. The Report contains statistics showing the attendance and classification of pupils; the cost of education in rural and town schools; the qualification of teachers and the salaries they are receiving; the reports of the Inspectors on educational conditions in their districts; and details of the work done by the educational institutions administered and supported by the Government of Alberta.

The year 1923 was ushered in at a time when pessimism was prevalent amongst all classes of society, and the general opinion was that this spirit would seriously interfere with the educational work of the Province. The statistics, however, show clearly that such is not the case. The number of schools operating in 1922 was 2,861, while the number in 1923 was 2,995, or an increase of 134. The number of rooms operating in 1922 was 4,485; while the number in 1923 was 4,729, or an increase of 244. The average number of days schools were kept open in 1922 was 178.9, while the average in 1923 was 184.6. The average number of days pupils attended in 1922 was 131.32, while in 1923 the average was 133.32. These statistics show a decided improvement in the educational work of 1923 over that of 1922.

The Report also indicates that there has been an increasing demand for higher education throughout Alberta, since the formation of the Province. In 1906 the number of students enrolled in the high school grades was 2.64% of the total enrolment; in 1916 the percentage increased to 5.804%; and in 1923 it increased to 8.29%, and is now more than three times what it was when the Province was formed.

The financial condition of the Province demanded a curtailment of expenditures in every Department of the Government service; and in carrying out this policy the Provincial Normal School at Edmonton was closed, and the work centralized at Calgary and Camrose. This action on the part of the Government did not seriously affect the educational work of the Province, as the two Normal Schools accommodated all the students who wished to enter the teaching profession. The work of inspection of schools was impaired, as the staff of Inspectors was reduced by fourteen, and the remainder were not able to give the service to school teachers and officials that was formerly given. The extraordinary weather conditions prevailing during the autumn enabled the Inspectors of Schools to cover more territory and inspect more schools than usual, and the work in general was satisfactory. The reduction in the staff demanded a reorganization of the work, and such services as the enforcement of The Attendance Act and assistance to boards of trustees in financing their districts were considerably curtailed.

The men, however, worked energetically and efficiently, and secured very satisfactory results. The offices of Organizer of Consolidated Schools and Supervisor of Schools among the New Canadians were abolished, and the officials in charge were assigned inspectorates. The office staff was also reduced as far as it possibly could be without seriously impairing its efficiency.

The supply of teachers was greater than the demand during the months of May, June and July, and a number of the recent graduates from the Normal Schools accepted positions in other occupations and were not available for appointments to schools in September and October. During these latter months trustees were unable to secure a sufficient number of qualified teachers to fill the vacant positions, and a number of permits or provisional certificates had to be issued, but most of these certificates were cancelled on December 31st. A class of 600 students is now in attendance at the Normal Schools, and will graduate from these institutions on May 1st, so that on that date there will be a sufficient number of qualified teachers to take charge of all schools in the Province that require teachers.

The educational standards for entrance to the Normal Schools to study for First and Second Class Certificates were raised during the year, and students had to obtain 40% in each subject of the academic examination, and an average of 50% of the total marks obtainable; while in previous years they were given standing if they obtained 34% in each subject and an average of 50% on the total. In previous years a student could enter the Normal School even if he had failed on two subjects of the academic examination, while in 1923 he was not allowed to enter the Normal School if he had failed in more than one subject. In each case the student had to take a subsequent examination on the subjects on which he failed, before being granted a professional or permanent certificate. It is very probable that the standard will soon be raised, so that only those students that have passed on all the subjects of the examination will be admitted to the Normal Schools.

A new course of study for high schools was completed during the year by a committee consisting of one Superintendent of Schools, two High School Inspectors, and representatives of the organizations mentioned below, with the Supervisor of Schools as chairman:

- U.F.A. and U.F.W.A.
- Women's Institutes.
- Alberta Federation of Labor.
- Women's University Club.
- Alberta Education Association.
- Alberta School Trustees.
- University of Alberta.
- Alberta Teachers' Alliance.
- Associated Boards of Trade.
- Roman Catholic Separate Schools.

The preparation of a course of study for secondary schools is a formidable undertaking, and the committee, realizing this, was unsparing in its efforts, both individually and collectively, to embody

in the report the aims and functions of secondary education. The number of subjects studied each year by a student has been materially reduced, and a more extensive and intensive study of each subject is demanded. The number and variety of the courses have been increased, and boards of trustees, in co-operation with teachers, must decide what course or courses will be adopted in their schools. In the smaller schools it is probable that the course for Normal School entrance or Matriculation to the University will be selected, but in the larger cities provision is made and courses are outlined for commercial and technical work, and a general course is provided for those that do not wish to enter any profession, but desire to obtain a good general education.

A large number of families in Alberta have located on the outskirts of settlements, and are too remote from their neighbours to make it possible for them to form a school district. They are usually unable to provide a tutor for their children, and are therefore forced to leave their homes and settle in another location nearer a school. To obviate the necessity of these settlers moving from their homesteads, a method was devised whereby a correspondence course has been provided for them. Each family is supplied with Readers and instructions as to how to conduct the work of educating the children. The exercises of the pupils are being forwarded to the Department of Education, where they are corrected and returned with helpful suggestions to the parents. Isolated families are appreciating this privilege, and more than one hundred families had applied for the course within two months of its inauguration.

The work in the schools, as indicated by the Inspectors' reports, is gradually improving. There is, however, a demand throughout the length and breadth of this continent for more accurate and correct expression of thought by students, and the schools are being criticised for paying too much attention to the study of formal Grammar and too little attention to the forming of correct linguistic habits. It is claimed that correct expression is seldom or never acquired by exercises in Grammar, but that the use of good English is a habit attained in much the same way other good habits are gained. Teachers who undertake this work of securing correct expression of thought by their pupils will face a formidable task, but will overcome all obstacles if they arouse the proper spirit of co-operation in their pupils. I hope that there will be a concerted effort on the part of Inspectors, teachers and students to improve the work in English and especially oral language work, during the year 1924.

The remarkably heavy crop which was harvested this year has done much to improve the finances of rural school districts, and boards of trustees that formerly operated their school for only a few months expect to operate it during all of the year 1924. This is the general condition in the well settled parts of the Province, but in the new and wooded parts, where very little grain has been raised, special grants must be made to school districts, or the children will not have an opportunity to secure even a good public school education.

I am very pleased to state that some thoughtful people have clubbed together for the purpose of supplying the schools in these outlying districts with literature, attractive magazines, pictures,

and games, and I hope that many others will follow their example, and thus make a real contribution to educational work in this Province.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister.

REPORT OF THE ASSISTANT DEPUTY MINISTER

THE HONOURABLE PERREN BAKER.

Minister of Education,

EDMONTON, Alberta.

SIR,—

I have the honour to submit for your consideration the following report for the year 1923 covering those phases of the work of your Department for which I am particularly responsible under the Deputy Minister.

THE DEAF AND BLIND

There being no schools in this Province for the education of deaf and blind juveniles, children with these defects are educated as wards of the Department of Education in the special schools of other Provinces. This Province bears largely the cost of the education of this group. Parents or guardians are required to supply all necessary clothing and to pay as much more towards the cost of tuition, maintenance and transportation as their financial circumstances will permit. The following tables contain information as to numbers, ages, home addresses, schools attended, etc.

DEAF STUDENTS

MANITOBA SCHOOL FOR THE DEAF (WINNIPEG).

<i>Name</i>	<i>Age</i>	<i>Address</i>
Barnett, Doris.	17.	Taylorville
Byrezan, Marie.	16.	Glendon
Binner, Ivy.	16.	Calgary
Beaton, Alex.	12.	Delia
Conrad, Robert.	8.	Sangudo
Conrad, Ray.	9.	Sangudo
Danelovich, Genevieve.	10.	Smoky Lake
Evans, Vera.	14.	Griffin Creek
Hartfeil, Robert.	14.	Edmonton
Hardy, Chas. Allen.	7.	Irma
Hockin, John.	12.	Haynes
Jackson, Margaret.	12.	Lethbridge
Kelly, Edmund.	10.	Stettler
Kelly, John.	9.	Stettler
Koski, Walfrid.	18.	Sylvan Lake
Karlsen, Viola.	13.	Rocky Mt. House
Kemper, Ralph.	19.	Barnwell
Laboncane, Alex.	16.	Vermilion
Leighton, Harriett.	10.	Calgary
Locke, Daisy.	14.	Redcliffe
Locke, Lloyd.	12.	Redcliffe
Lovell, May.	17.	Kirriemuir
Malonek, Maggie.	10.	Chipman
Main, Ila.	12.	Lethbridge
Mandziuk, Anton (2nd term)	10.	Smoky Lake
Nichiforuk, Harry.	11.	Edmonton
Pettit, Clarence.	16.	Seven Persons
Popowick, Lena.	16.	Boian
Reed, John.	11.	Spirit River
Rivet, Joseph.	14.	Calgary
Ryder, Horton.	17.	Kinuso
Skoryko, Mary.	12.	Edwano



ALBERTA CHILDREN, MANITOBA SCHOOL FOR THE DEAF, WINNIPEG

<i>Name</i>	<i>Age</i>	<i>Address</i>
Schmidt, Elsie.....	10.....	Strathcona
Schmidt, Bertha.....	12.....	Strathcona
Sheldrick, Catherine.....	12.....	Sibbald
Shade, Rebecca.....	9.....	Travers
Straight, Clarence.....	14.....	Blackfoot
Thomas, Harry.....	9.....	Wealthy
Talbot, Daniel.....	12.....	Del Bonita
Vance, Gladys (2nd term).....	8.....	Wellsdale
Williams, Violet.....	14.....	Vermilion
White, Stanley.....	15.....	Calgary

INSTITUTIONS FOR THE DEAF (MONTREAL).

Fournier, Lily Ann.....	13.....	Pincher Creek
Ouellet, Antonine.....	17.....	St. Paul des Metis
Simard, Catherine.....	10.....	Chauvin
Simard, Andre.....	13.....	Chauvin

ONTARIO SCHOOL FOR THE DEAF (BELLEVILLE).

Girduckis, Helen.....	12.....	Burfield
Mandziuk, Anton (1st term).....	10.....	Smoky Lake
Vance, Gladys (1st term).....	9.....	Wellsdale

BLIND STUDENTS

ONTARIO SCHOOL FOR THE BLIND (BRANTFORD).

Baxter, Harold.....	14.....	Wetaskiwin
Chmillar, Paul.....	13.....	Myrnam
Carpenter, Marjorie.....	11.....	Bridstow
Cox, George.....	12.....	Spirit River
Dell, Pearl.....	9.....	Beverly
Evans, Stanley.....	16.....	Calgary
Ennismore, George.....	8.....	Edmonton
Goer, Floyd Goldwin.....	7.....	Islay
Jarrold, George.....	16.....	Beaverlodge
Joyce, Patricia.....	12.....	Edmonton
Morrison, Alex.....	10.....	Calgary
McDonald, James.....	14.....	Edmonton
Roy, Lionel.....	7.....	Parkland
Sorenson, Walter B.....	9.....	Edmonton
Taylor, Mabel.....	10.....	Namoo
Vallery, A.....	13.....	Munson

MONTREAL ASSOCIATION FOR THE BLIND.

Chmillar, Mary.....	27.....	Mundare
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THE INSTITUTION FOR THE BLIND (NAZARETH, MONTREAL).

Donald, Harry.....	12.....	Denville
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SCHOOL FOR THE DEAF AND THE BLIND (POINT GREY, VANCOUVER, B.C.

Evans, Olive R.....	19.....	Athabasca
Johnsrud, Clara H.....	13.....	Bashaw

The rate charged per school year per student for maintenance and tuition by various schools:

Manitoba School for the Deaf (Winnipeg),—actual per capita cost of operation of Institution plus 15% on Overhead (for 1923-24 overhead charge raised to 22½%).
(For the year 1922-23 this amounted to \$3 per day per student.)

Ontario School for the Deaf,—\$300 per student, raised to \$400 for the 1923-24 term.

Institution for the Deaf (Montreal),—\$225 per student.

Ontario School for the Blind (Brantford),—\$300 per student.

Montreal Association for the Blind,—\$250 per student.

L Institution des Aveugles (Nazareth, Montreal),—\$250 per student.

School for the Deaf and the Blind (Point Grey, Vancouver, B.C.),—\$400 per student. (Charged \$600 for one student both deaf and blind.)

The majority of these students returned to their homes at the close of the 1922-23 term in June, in charge of escorts from the Schools. Those from the Schools at Montreal, Belleville, and Brantford came in charge of two escorts from the Ontario School for the Blind. These students returned again to school in September. Those whose destination was Winnipeg, were in charge of Mr. W. F. McSweyn of the Department, assisted by Mrs. McSweyn. The Students for the Eastern Schools were in my charge, assisted by Mrs. J. A. Ross. Only one of the two students attending the School at Point Grey, Vancouver, returned for the holidays, and in September I saw her as far as Calgary, when she was placed in charge of the C.P.R. train officials and arrived safely at her destination. The Government aims to give these children a complete elementary school education. Six former students of the Manitoba School for the Deaf were not sent back in September, since they had attained to this standard. Lack of accommodation is always a factor in such decisions. It is a matter of regret that it was impossible to find places for four beginners last September.

The total expenditure on the education of deaf and blind students in 1923 reached the very considerable sum of \$37,993.85.

THE ADULT BLIND.

Blind persons who have passed the age at which students are admitted by the schools, and juveniles unable for any reason to attend school, are visited, instructed and generally supervised through the Western Branch of the Canadian National Institute for the Blind. The District Secretary in charge of this work is Miss Geraldine Leatham, whose headquarters are at 614 Metropolitan Building, Vancouver, B.C. Under Miss Leatham's direction are two Home Teachers: Miss A. J. Fisher of Edmonton in charge of the Northern portion of the Province and Miss R. A. McKellar of Calgary in charge of the Southern portion of the Province. This system of home teaching has been in use about three years. As the students gained skill in reading, greater confidence in their own ability, and made more use of their library service, a marked improvement became apparent. In all thirty-five students received this instruction. In addition to the library service Alberta cases receive the benefit of the salesroom service and Industrial Departments of the Institute at Toronto. The District Secretary made eighty-two calls on blind persons at various points during the year, with a view to interesting these people in the service offered by the Institute. In the Edmonton District with twelve pupils, 304 lessons were given by Miss Fisher, and in addition eighteen social calls made on blind persons requiring attention. In the Calgary District with fifteen pupils, 324 lessons were given by Miss McKellar and in addition sixty-six social calls made. Four soldiers also received home teaching in co-operation

with the D.S.C.R., Edmonton. Three children have been given treatment with beneficial results for the prevention of blindness.

The Province continued the annual grant of \$5,000 to the Canadian National Institute for the Blind begun in 1922. This amount was just sufficient to reimburse the Institute for the expense actually incurred in this Province.

SUBNORMALS AND RETARDS

It has been the object of the Department to encourage the School Boards of the cities and larger centres to provide auxiliary classes for children of sufficiently serious mental defect as to render it impossible for them to keep pace with their normal fellows. Assistance is given in the form of a special grant equal to one-half the salary of teachers of such classes. There were five such classes in operation during the year, two in Edmonton, two in Calgary, and one in Lethbridge. The Department requires that specially trained teachers be employed and that they be provided with special equipment by the board in order to qualify for the grant. The amount of such grants paid during the year was \$3,737.14, as follows:

SUBNORMAL CLASSES IN ALBERTA, 1923

Location	No. of teachers	No. of pupils	Ages	Amount of grant paid, 1923
Edmonton.....	2	34	8-16	\$1,526.64
Calgary.....	2	35	8-16	1,800.00
Lethbridge.....	1	18	(Not given)	412.50 (for half-year only)

LOANS TO NORMAL STUDENTS

In 1919 a policy of advancing loans to students to enable them to complete a course of Normal training was instituted. This was continued in 1923, and the sum of \$153,979.48 advanced to teachers in training. Collections kept up fairly well, notwithstanding the inability of many school boards to pay the teachers' salaries in full and thus enable them to meet their loan payments. The amount repaid during the year was \$113,044.84 with interest \$13,699.57. The work in connection with the loan policy has increased with the addition of more loans from year to year and also because of greater difficulty in making collections in 1923. On December 31st there were 1,168 loans on our books, totalling \$266,514.69. Certain changes designed to eliminate much of the borrowing were made in this policy starting with the 1923-24 Class. Loans were given to those students only who had to board away from home, who had clear Grade XI or XII standing or better, and who were able to satisfy the Department that without assistance it would be impossible to train as teachers. This modification of the policy has had the desired result, and the loans have been fewer in number in proportion to enrolment in the Normal Schools and smaller in amount. This is clearly shown in the following table:

1919-20 Class -

413 Students—215 loans—52%—Total loaned \$54,410.00.

Average loan \$253.00.

1920-21 Class—

411 Students—181 loans—44%—Total loaned \$61,745.00.

Average loan \$341.00.

1921-22 Class—

536 Students—332 loans—61.9%—Total loaned \$111,210.00.

Average loan \$335.00.

1922-23 Class—

984 Students—657 loans—66.7%—Total loaned \$228,437.50.

Average loan \$347.00.

1923-24 Class—

648 Students—23 loans—34.7%—Total loaned \$71,321.22*.

Average loan \$317.00.

Note.

The 1919-20 Class included 110 Students of a short course of three months, given in the Spring of 1920. The maximum loaned these students was \$150, which accounts for the low average of the loans for the 1919-20 Class.

*This amount is partially estimated.

LOANS TO SCHOOL DISTRICTS

As a result of successive crop failures in certain areas, it was found necessary to advance funds to the school districts in these areas to assist in paying the teacher's salary and in some cases to retire debenture coupons long overdue. The amount thus advanced during the year was \$100,348.63, making the total on this capital account \$545,899.31 at December 31st, 1923. The amount loaned in 1922 was \$215,967.10, which shows that a very marked improvement has taken place when this reduction is taken in conjunction with the fact that school operation for the year in the districts concerned compared favorably with former years. Collections of principal amounted to \$10,333.79 and of interest \$4,172.31, with indications that collections will be very much better in the year 1924. It is also expected that a like or even less amount than that loaned in 1923 will take care of the situation in 1924.

BONDS ON SCHOOL DISTRICT TREASURERS

As provided by The School Act all these officials in rural and village districts were placed under bond in amounts of \$500 and \$1,000 through the Department. Bond on treasurers of city and town districts were vided and registered. Nineteen claims on account of defaults and shortages were adjusted and paid through the Department totalling \$3,863.51 and several other claims are in process of adjustment.

We were successful in obtaining for the districts a reduction in the premium rate from 30c. to 23c. per hundred dollars making a saving of about \$1,400 to the districts. The same rate was obtained for the 1924 bond.

OFFICIAL AUDITORS

The number of these appointments made for the year was 793. The number of resignations was 45. I am pleased to report a steady improvement in the quality of the work of these officials. This is in some measure at least due to the selection of those appointed and to the closer checking of their work in the Department. Incorrect reports are returned and the errors pointed out. Several auditors who have not shown themselves to be competent have not been reappointed this year. Efforts were made to bring the requirements

of the Regulations governing Official Auditors more forcibly to their attention, and in a special letter sent out in December, attention was called to several important points to be noted in auditing a set of school books. This was favorably commented on by some of the financial journals as well as by a number of the auditors themselves.

VOLUME OF DEPARTMENTAL MAIL

There were received and recorded in the Department 68,602 letters which received the attention of the various branches. In addition, approximately 110,000 statutory returns and reports were received and account taken of the information contained. Letters prepared and sent out by the Department totaled 146,000. In addition there were 50,000 circular letters and various communications despatched. On the whole, the volume of material received and despatched was larger than in any previous year.

CLERICAL STAFF

During the year this staff, as distinguished from the professional staff, was reduced by twelve, their annual salaries totalling \$9,450. No appointments were made to replace any of these, which meant that their duties had to be apportioned among the remaining staff. We have been able to carry on with the reduced staff, but with the rush of work which comes on with the New Year it will be necessary to require overtime work, as well as to appoint some temporary staff for the rush seasons. Reference should also be made to the splendid spirit of co-operation that exists among officials and the general staff. To this is largely due our ability to carry on with a considerably reduced staff and still preserve the efficiency of the service.

I have the honour to be, Sir,

Your obedient servant,

VAN G. GOSNELL,
Assistant Deputy Minister.

REPORT OF INSPECTOR OF HIGH SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of my inspection work in the Secondary Schools of the Province during the year 1923.

On account of the reduction in the inspectorial staff at the end of the 1923 school year, a change in the organization of my work was necessary. Up to that time the high school department of a school organization, where at least one room was devoted exclusively to high school work, came under the supervision of high school inspectors. Under the present organization my efforts are confined to schools where at least two rooms are given over to the accommodation of high school students. In one of the two rooms provision is sometimes made for the teaching of both public and high school work. Apart from the high schools of the four cities, which already had received one inspection, all other schools, with two exceptions, were inspected during the fall term. With some assistance in handling the work in the high schools of Edmonton and Calgary I hope to be able to inspect the schools of Lethbridge and Medicine Hat once per year and all other schools twice.

During the year conferences were held with the School Boards in the majority of the towns visited. At these meetings the local situation, from the standpoint of secondary education, was thoroughly discussed. I found that these Boards were keenly interested in the work of the high school, and fully realized the value and the increased demand for a good type of secondary education. I also found them quite willing to carry out, as far as the finances of the district would warrant, any recommendation for the improvement of school facilities. In the face of the present financial depression and the decreased high school grants it was pleasing to notice at these meetings a spirit of optimism towards an improved type of secondary education. The usual practice of conferring with individual teachers and of discussing details of organization, administration, and methods with the Principal during the time of inspection has been adhered to.

Secondary education in this Province is passing through a very trying period. The stern problem of economy in an effort to make both ends meet exists in every community. This problem has influenced many people to look upon higher education as a luxury and to estimate the importance of a liberal education in terms of its immediate material value. Too many people are inclined to think that, apart from the rudiments of the "three R's" on the one hand and definitely technical education on the other, the education of the masses of the people has little economic value. It is satisfying to know that the majority of School Boards, every wise parent and every thoughtful citizen, have a more liberal and intelligent view of the importance of secondary education. In all walks of life

conditions are such to-day that the importance of general intelligence, alertness of mind, keenness of intellect, and aptness to learn new things, is constantly growing in comparison with the need for specialized skill. I hope to see the day when a good type of secondary education is accessible to every boy and girl in the Province.

We have all been conscious the past few years of certain deficiencies in our scheme of secondary education, and provision was made two years ago for the reorganization of our programme of studies. The aim of the committee entrusted with this work was to organize courses so broad in scope as to meet the individual and social needs of our varied population. The work of this committee is completed, and I feel certain that the number and the content of the courses provided should enable any student to find in one or other of them, without undue expenditure of time and energy, the preparation he or she requires for as successful a future career, educational or otherwise, as his ability, industry, and resources permit.

The new Grade IX course was put in operation at the beginning of the present year, and, aside from certain misinterpretations of the aims and purpose of the course, it is meeting with much favor both by students and teachers. The success of the new course in this grade is being well established. The General Science course, which at first was considered somewhat burdensome, is increasing in popularity. In the larger centres where facilities for experimental work are provided, excellent results are being attained. In many of the smaller schools the aim of the course is not being carried out, through lack of science equipment. A few teachers were found who had not the resourcefulness to make the best use of the equipment provided. I find a growing demand, on the part of the teachers handling this subject, for an experimental manual to guide them in their efforts to meet the requirements of the course. Much enthusiasm is exhibited in the class room during the history-teaching period. This is one of the most attractive subjects on the new course. The committee was very fortunate in securing a valuable text-book. The view point that the students are obtaining of the history of the early peoples is a matter of general satisfaction. The text-book describes in a simple, interesting, and fairly comprehensive way the progress of civilization among the peoples of the ancient world and points out the contributions which each has made to the progress of mankind. The content of the mathematical subjects has not been materially changed, except in the amount prescribed. Little difficulty is experienced by the teachers in the handling of this work. The new course in composition as outlined by the committee is misinterpreted by many teachers. This may be the fault of a too detailed course in the theory part of the subject, which by some teachers was interpreted to mean that considerable emphasis had to be placed on this particular phase of the work. In these schools the students were not getting the necessary practice in expressing their ideas in good written English; that is, the practical essay work was not receiving sufficient emphasis. It was the aim of the committee in the organization of the new programme to put the study of the languages on a sounder basis. It is a matter of regret that in a number of town schools, and in some city schools, the old organization of work from the standpoint of languages has been adhered to, and the very purpose of the new course has been defeated. This,

I am confident, will be rectified at the beginning of the next school year. A systematic course in physical training has also been organized by the committee, and will be made compulsory for all students. This course will be dovetailed into the other dominant work of the school, and will be accepted as quite on a par with intellectual exercises.

In Grades X, XI and XII, where the old programme of studies is still in operation, the standard of work in the different subjects is much the same as that of last year. The study of the science subjects is still failing to function to the greatest advantage, through lack of accommodation and equipment for experimental work. In a few centres the Boards have been fairly liberal this year in making provision for a better type of science work. There is still much room for improvement in the teaching of the literary subjects, as indicated by the results of the last Departmental Examinations. In too many schools the teaching of English Literature has degenerated into an acquisition of a knowledge of facts and principles, instead of providing a means for the development of ideals, attitudes, skill, and habits. The treatment of composition is not the best in many of the town schools and in some city schools. The theoretical side of correct and effective expression in speech and writing is receiving too much emphasis. Too much time is being spent on devising exercises for the sake of exemplifying principles. The value of these principles should appear more frequently in connection with the projects upon which the students are engaged, and should find a meaning throughout the course in terms of the actual compositional activities of the students. In the presentation of the subject of history, only fair results are being obtained. Teachers, widely read and with a broad grasp of this subject, are doing very valuable work. Others, whose knowledge of history is confined to the text-book used, follow a mere chronological sequence of events. Learning the facts of history seemed to be the end of all things. It is the "subject" that seemed to count for most, while its application to the students' understanding of present life situation is lost sight of. The standard of work in the mathematical subjects is very fair.

The school library is not functioning as it should. I find on the shelves of the library too many antiquated books which are of no value to the students or the teacher, and too few modern reference books which would be of useful service to the students in his study of English, History, Science and Mathematics. The most use is not made by the student of the books provided. In this connection little encouragement or direction is given to the student by the majority of teachers. In nearly all the high schools the library is part of the Principal's office. This must interfere with the student's freedom of making the most use of the library. It should be made as inviting and suggestive as possible. In some schools a separate room is provided, where the best journals, bulletins, and newspapers are available for the use of the student. The training that a student gets in collecting information to supplement the content of his subjects of study cannot be overestimated.

I was pleased to find in the larger centres more interest taken in the social development of the student. The principals and staffs were giving encouragement and helpful direction to many school

activities. All school activities which give opportunity under expert direction for self-expression make their contribution to the highest and best development of the student. A great number of our students are preparing themselves for the teaching profession. It is, therefore, the high school's responsibility to develop in these students qualities for leadership in Community work. I am convinced of the great necessity of this phase of teacher-training. Among the informal agencies which contribute to the development of leadership may be mentioned conferences between students and staff to secure student co-operation on the general welfare of the school, public programmes rendered by students, interschool contests in debate, and in all phases of athletic activities, the school Literary society, the musical club, and the study club under student control. The best type of school spirit was found in schools where these activities were capably organized and directed.

The problem of teacher supply is still very acute. This is especially true in the towns and villages, and in some of the larger centres. During the past two years Calgary has lost fifteen of its most capable high school teachers. The School Board has not been very successful in replacing these with the type of teacher that the local system demands. In Edmonton, Lethbridge, and Medicine Hat, the personnel of the staffs has been more permanent. Many of the most capable teachers of the small high schools are attracted yearly to the larger centres, and the salaries paid in the small centres are not sufficiently remunerative to induce capable teachers to apply. In a few of the smaller schools the teachers are not characterized by breadth or thoroughness of special professional preparation for the work they are undertaking. In the larger centres there is a wide range of individual qualifications in respect to scholarship, professional training, and experience. These staffs represent two well-defined groups which, under efficient leadership, should make for that much to be desired balance between the conservatism of experience and the enthusiasm of ambition.

It is a matter of regret that the financial conditions of the cities forced the School Boards to economize along the line of Manual Training and Household Economics. Besides rejuvenating the work of the high school, and thus increasing its holding power, the students through this training developed in personality, in application, and in breadth of interests. Habits of industry and a love for productive and constructive work were formed.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of High Schools.

REPORT OF SUPERVISOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Supervisor of Schools for the year 1923.

THE EDMONTON NORMAL SCHOOL.

With the enrollment of a large class of graduates in the Academic course at the Edmonton Normal School, it became apparent that additional teaching force must be provided. Shortly before the end of the first term the Principal resigned, and under your instructions I took charge of this school as Principal for the remaining four months of the Normal School year. A fairly heavy teaching program, and the administration of a large school inadequately housed, made it practically impossible to attend to any other duties, save those of a purely routine character, for the first four months of the year.

Before the end of the term it became known that the Legislature had decided to have all the work of teacher-training located in two centres. Since the Department had no Normal School building in Edmonton, it was decided to discontinue this school at midsummer. This decision resulted in considerable curtailment of staff, but as many of the members of the Edmonton Staff were senior members of the service they were transferred to the other centres. Miss Burnett, Mr. Sansom, Mr. Manning, and Miss Hastie rejoined the Camrose staff, and Miss Dickie and Mr. McKerricher went to Calgary. In all, the Department lost the services of four instructors, viz., Miss Edith K. Johnston, who is now on the staff of the Edmonton city schools; Miss E. K. Bowman, who returned to her home in St. Paul; F. S. Morrison, now in Vancouver; and J. M. Scott, who later in the year joined the Calgary staff, to take the place of L. J. Williams who returned to Ontario. All of these instructors were held in high esteem, both by the Department of Education and the teachers of the Province.

The Edmonton Normal School was organized in 1920 to provide a short course for a group of students to relieve the acute shortage of teachers at that time. Three regular classes received their training here during the three succeeding years. In all, nearly 1,000 students were enrolled here during its short life. When later it becomes necessary to re-establish a teacher-training school at Edmonton, the re-organized institution will have some fine traditions to build upon.

ATTENDANCE AT NORMAL SCHOOLS.

While the attendance at the Normal Schools for the academic year 1923-24 is not as great as in the preceding year, there is a sufficient number to crowd both schools. A refusal to accept conditioned students, and more rigid conditions in the matter of securing the government loan, undoubtedly had much to do with reducing

the numbers. Detailed statements of the year's work have been furnished by the Principals, and are presented herewith. At mid-summer, W. A. Stickle, who had served as Principal at Camrose for the past five years, was, on his own request, relieved of his administrative work and attached to the staff at Calgary. A. E. Torrie, of Calgary, succeeded him as Principal.

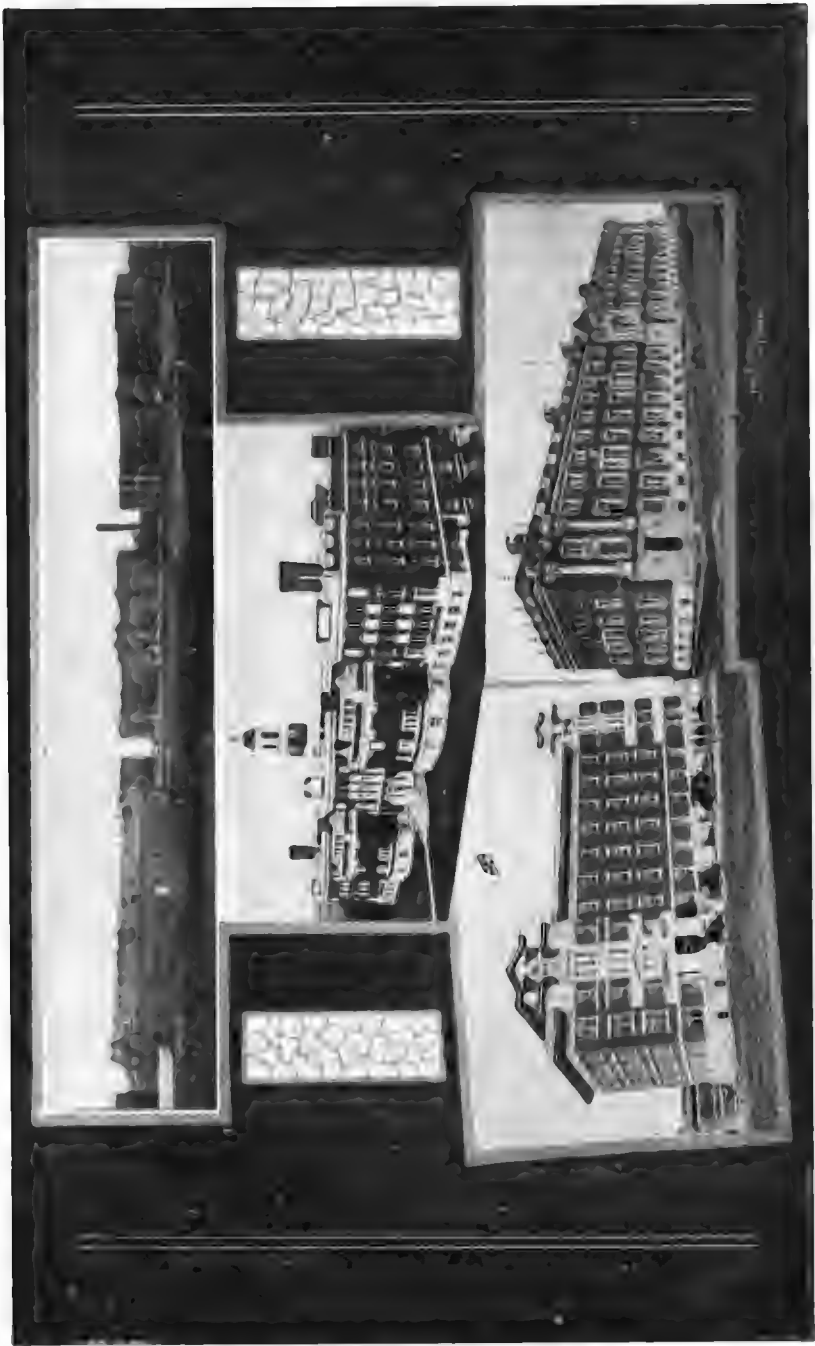
READING COURSES FOR TEACHERS IN SERVICE

Under the regulations of the Department, all teachers holding interim certificates are required to complete, to the satisfaction of the Department, a reading course which is outlined from year to year. The purpose of this is to keep before the teachers a live and up-to-date selection of professional books and to encourage such reading. Tests on this reading are held each year during the month of May. Answer-papers are then sent to the instructors at the Normal Schools for grading. The accompanying statement gives the names of the books prescribed and the number choosing each.

How to Teach (Strayer & Norsworthy).....	38
The Rural Teacher and his Work (Foght).....	102
The Normal Child and Primary Education (Gesell).....	61
Better Rural Schools (Betts & Hall).....	57
Education through Play (Curtis).....	60
The Teaching of English (Klapper).....	19
How to teach the Fundamental Subjects (Kendall & Mirick).....	25
Teaching Children to Read (Klapper).....	45
How to Study (McMurray).....	24
All the Children of All the People (Smith).....	72
An Introduction to High School Teaching (Colvin).....	23
The Classroom Teacher (Strayer & Engelhardt).....	34
Supervised Study (Hall-Quest).....	29
Psychology of Childhood (Norsworthy & Whitley).....	16
Curriculum of the Elementary School (Bonser).....	11
The Teaching of Arithmetic (Klapper).....	24
Discipline as a School Problem (Perry).....	32
The Intelligence of School Children (Terman).....	14
Teaching Literature in the Grammar Grades (Bolenius).....	50
The Teaching of History (Tyron).....	8
Comparative Education (Sandiford).....	5
Measurement of Intelligence (Terman).....	8
The Junior High School (Briggs).....	4
Measuring the Results of Teaching (Munroe).....	5
Principles of Educational Sociology (Clow).....	2
Public School Administration (Cubberley).....	6
The High School Age (King).....	13
Sociological Determination of Objectives in Education (Snedden).....	3
Principles of Secondary Education (Ingليس).....	5
Methods of Teaching in High Schools (Parker).....	20
Teaching of English in Secondary Schools (Thomas).....	3
Total.....	818

THE SUMMER SCHOOL FOR TEACHERS

It was found impossible by the Legislature to provide the customary vote for the Summer School for Teachers. This was generally assumed to mean that the Summer School could not carry on. The Department, however, was urged by teachers from all parts of the Province to offer the classes as usual and charge sufficient in fees to cover the expense. Accordingly, late in the year it was announced that preparations for the holding of a Summer School had been made, but that no transportation allowance could be available, and that



UNIVERSITY OF ALBERTA

Residence Halls
Arts Building

Medical Building

Engineering
University Hospital

each registrant would be required to pay a tuition fee of \$10. It was estimated that no course could be made self-supporting with a smaller enrollment than twenty persons. For this reason, only such courses as had proved popular in other years were offered. Thirty courses in all were given, exclusive of the supplementary classes in Grade XI work. Two hundred and sixty-nine students were in attendance at the courses organized by the Department of Education. The distribution of these was as follows:

Total Registration.....	292
No. in attendance:	
Women.....	212
Men.....	57
	269
Edmonton.....	18
Calgary.....	13
Medicine Hat.....	4
Red Deer.....	3
Lethbridge.....	3
Town Schools.....	18
Consolidated Schools.....	10
Village Schools.....	27
Rural Schools.....	141
Saskatchewan.....	2
British Columbia.....	1
Manitoba.....	1
Dawson City.....	1
Taking Grade XI work.....	18
No school address.....	9
	269

As in other years, the University of Alberta, in co-operation with the Department, offered a number of subjects of the first and second years of the Arts course. Approximately 100 students were enrolled in these courses, making a total for both sections of 367. This enrollment has been exceeded on but three occasions in the eleven years of the history of the School. At the Easter meeting of the Alberta Educational Association the following resolution was passed: "Resolved, that this convention is heartily in favor of the continuation of the Summer School for Teachers, believing the same to be of great value to the cause of education in the Province." It would appear from the response of the teachers that this resolution correctly represents the attitude of the teaching profession towards this institution.

Requests have been received frequently that the management of the Summer School secure the services of an outstanding lecturer from Great Britain or the United States. The Department has been in correspondence with former members of the staff of the City of London Vacation Course in Education, and has hopes of securing a visiting lecturer for the session of 1924.

THE ELEMENTARY SCHOOL PROGRAM OF STUDIES IN USE.

At the meeting of the Alberta Educational Association during Easter week the new program of studies for the elementary schools was thoroughly discussed. On the whole this program has proved very acceptable. Recommendations covering desirable changes were made, and these will be incorporated in the new edition to be issued early in the summer. Requests for this program have been received from teachers in every province in the Dominion, from

Newfoundland and the Yukon, while the demand from neighboring provinces has been quite remarkable.

THE PROGRAM FOR HIGH SCHOOLS.

In March, the High School Committee issued its second Interim Report. This was a document of about one hundred pages, and contained a statement of the objectives to be sought in secondary education, an outline of the proposed organization of curricula, and details of courses in the various subjects in Grades XI and XII. The committee continued its activities throughout the year, and on December 31st submitted its final report. This report completed the outlines of subject matter for Grades X and XI, as well as details of the Commercial and Technical curricula. This committee held ten sittings with an aggregate of twenty-seven days of intensive work. Besides this every member of the committee spent many hours in investigating special problems in the intervals between meetings. Nine sub-committees, composed of teachers and supervisors, actually engaged in interpreting and administering the program now in use worked out the details of subject matter of the various courses.

The new program of studies is in use in Grade IX throughout the Province. It is recommended that the outlines for Grades X and XII be introduced in the fall of 1924, and that of Grade XI come into use in September, 1925. The following general recommendations were agreed upon by the committee:

1. That adequate standards may be set at the outset with this new program it is recommended that Departmental examinations be set in each of the subjects of Grade IX.
2. That steps be taken to have a text book in Agriculture, a Manual in General Science, and a Reader to accompany the courses in Latin I and II, prepared along the lines of the courses already adopted.
3. That the Department consider carefully the extension of the activities of the Libraries Branch to include the distribution of Elementary and High School texts.
4. That promotion throughout the whole program be made by subject rather than by year, and that throughout the right to promotion be determined by success at Departmental examinations.
5. That a high school diploma be awarded to any student who has met the requirements as laid down in any curriculum.
6. That those who have obtained high school diplomas, and who have completed eight additional units of fourth year work of which two units are English, be granted a high school graduation certificate.
7. That those who have completed the two-year vocational course in Commercial subjects be granted a Certificate of Standing.

The subject of Physical Education presented the greatest difficulty of any, because of the diversity of viewpoint, both within and without the committee as regards the so-called military features of the courses now in vogue in most of the Provinces. It was finally agreed to complete the course as suggested by the sub-committee omitting such controversial features as the cadet organization, rifle-shooting, and signalling. In this way it is hoped to get a better balanced course, through having more time for corrective and de-

velopmental exercises. This will be used as the basis of negotiation with the Strathcona Trust authorities, with a view to its being officially adopted by them.

TEXT-BOOKS

At the opening of the second term the "Canadian Readers" were introduced into the rural schools. It is too soon to compare their effectiveness with the "Alexandra Readers" which they displaced. However, the teachers report that the pupils are finding the new material very interesting and quite within their grasp. Hand-books to accompany the new Readers have been prepared and are now available. These will undoubtedly be of great value to busy teachers and others who have limited reference libraries.

Better texts in History, Civics, and Geography are still greatly needed.

Three important changes in text-books in High Schools were made during the year. In Grade IX Caldwell & Eikenberry's text in "General Science" as well as West's "Early Peoples" are being used for the first time. These were not adopted without careful study and consideration. In the case of the latter the publishers prepared a special Canadian edition. In Grade XII Pace's "English Literature with Readings" replaced the three books formerly used in the History of Language and Literature course. In each case the new books are serving the interests of the students well.

During the year some notable books were produced by teachers at work in the Province. J. M. Scott, instructor in Geography in the Edmonton Normal School, published a "Teachers' Manual in Geography" which has found a ready acceptance with the teachers. Miss D. J. Dickie, instructor in English in the Calgary Normal School, published "Modern Practice in Teaching Composition", a text-book of principles for teachers; and "How to speak and Write," a text-book for pupils. She has now in the press a series of History Readers for the elementary school.

CORRESPONDENCE COURSES

At the opening of the fall term, at your suggestion, a survey was made to ascertain if there were any considerable number of children living in isolated neighborhoods, and so without school facilities. It was thought that in the case of younger children sufficient direction might be given the mother to enable her to teach the beginners in reading, writing, and number. In a short time it became apparent that there were many such children, and that such a service as that suggested would be very welcome. Application forms were drafted, instructions prepared, and lessons outlined. By the end of the year nearly one hundred children had been enrolled for the lesson outlines. Many of the pupils are very keen for the work, and return their written exercises very promptly. If one may judge from the enthusiasm of the students, the opportunity thus given is very greatly appreciated.

TEACHERS' CONVENTIONS.

The Alberta Educational Association held its usual meeting during Easter week. In 1923 the association met in Edmonton. A considerable portion of the program was given up to a discussion of the new curricula. The visiting speaker was Professor T. M. Carver, of Harvard University. The usual district conventions and institutes were held during the autumn with good programs and gratifying attendance.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Supervisor of Schools.

REPORT OF REGISTRAR.

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR, —

I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1923.

EXAMINATIONS.

The annual Departmental Examinations for Public School Leaving and High School grades were held from June 19th to 28th, 1923. Written tests were provided for candidates in Grades VIII, X, XI, and XII. The number of centres provided for all candidates was one thousand five hundred and seventeen. Grade VIII candidates were allowed to write at their own schools, and in most cases a similar privilege was granted to Grade X candidates as well. One hundred and twenty-three centres were provided for candidates writing on the Grade XI and Grade XII examinations.

During the year the standard for promotion in the High School grades was raised, and candidates were required to obtain 50% of the total number of marks, and not less than 40% on each paper, in order to pass. Candidates writing a partial examination, and those who failed on the full examination, were granted credit on each subject on which 50% or more was obtained. The total number of candidates for all examinations was eleven thousand six hundred and sixty-three, an increase of one thousand five hundred and thirty-three over the preceding year.

Students in Grade VIII who were in attendance at schools included under section 3 of the Grade VIII Regulations were granted the privilege of promotion on the recommendation of the principal of the school, in all schools that were reported as satisfactory by an inspector. The number of students promoted under this regulation was one thousand nine hundred and thirty-three. In addition to these, two thousand eight hundred and nineteen candidates passed the Departmental Examinations.

Students in Grade IX who complied with the attendance requirement, were granted promotion under section 10 of the High School Regulations, on the recommendation of the principal, in all schools throughout the Province. The number of Grade IX students reported to this Department as having been regularly promoted under this regulation was three thousand and fourteen, an increase of one hundred and sixteen over the previous year.

Students in Grade X who were in attendance at schools included in the classification described under section 11 of the High

School Regulations, were also granted standing on the recommendation of the principal or superintendent of schools. The number of students reported to the Department as regularly promoted under this regulation was eight hundred and fifty-five. Successful candidates on the examination numbered seven hundred and fifty-two.

All students in Grades XI and XII were required to pass the Departmental Examinations of their respective grades, in order to be eligible for a diploma. A table showing the examination results is submitted herewith and indicates an increase in the number of candidates throughout the Province, with a corresponding increase in the number of promotions made and diplomas issued during the year. The other tables submitted herewith indicate the number of certificates issued to teachers during the year 1923. The number of certificates issued to Alberta-trained teachers is the greatest in the history of the Province, while those issued to teachers from outside the Province is somewhat less than in previous years.

DIPLOMAS ISSUED, 1923.

Grade	Diplomas
Grade VIII.....	4,752
Grade X.....	1,630
Grade XI.....	888
Grade XII.....	265
Senior Commercial.....	26
Commercial (Shorthand).....	59
Commercial (Book-keeping).....	11
Total	7,631

ACADEMIC EXAMINATIONS, 1923.

Grades	No. of candidates	No. of successful candidates	No. granted standing
Grade VIII.....	5,556	2,819	.....
*Grade IX.....	255	155	.....
Grade X.....	1,726	752	.....
Grade XI.....	1,556	667	309
Grade XII.....	453	221	89
Commercial, First Year.....	143	127	.....
Commercial, Second Year.....	72	30	22
Commercial, Shorthand.....	52	41	3
Commercial, Book-keeping.....	11	4	3
†Others.....	1,077	.....	.....

*Students who failed to comply with the attendance requirement.

†This number includes candidates for Grade XII, Part I and II, Matriculation and Special Cases.

Total number of candidates for examinations:

Departmental (June).....	10,901
University Matriculation (May).....	270
University Matriculation (September).....	492
Grand Total.....	11,663

Number of Centres for Grade XI and XII Examinations..... 123

Total number of Centres for Departmental examinations..... 1,517

(Candidates attending schools conducted in accordance with the provisions of the School Ordinance were given the privilege of writing on the Grade VIII examination in their own schools.)

Students granted standing upon recommendation of principals.

Grade VIII.....	1,933
Grade IX.....	3,014
Grade X.....	855
Total.....	5,802

Grade VIII students in attendance at schools included in the classification described under Section 3 of the Grade VIII Regulations were granted standing upon the recommendation of the principal.

Grade IX students in attendance at all graded schools and all ungraded schools, in which the work was recommended as satisfactory by the Inspector, were granted standing upon the recommendation of the principal or teacher in charge of the school.

Grade X students in attendance at schools included in the classification described under Section 11 of the High School Regulations for 1923, were granted standing upon the recommendation of the principal.

TEACHER SUPPLY.

The supply of teachers during the year 1923 has been greatly increased, and during the Fall Term was practically equal to the demand, very few provisional certificates being required. The salaries show a tendency downward, but it is hoped that as the financial situation in the rural districts improves, the boards will be able to pay the standard of salaries which has been in force during the past few years. The Department of Education still continues to assist teachers and school boards by giving information to teachers concerning vacancies reported by school boards, and in this way a service is rendered to both parties concerned. Every effort is being made to eliminate, in so far as may be possible, the short-term schools, and a most gratifying increase in the number of schools operated for the full year is apparent.

I have the honour to be, Sir,

Your obedient servant,

H. J. SPICER,
Registrar.

PROVINCIAL CERTIFICATES GRANTED

	Alberta	Other Provinces	British Isles	Total	Grand Total
(a) Interim Certificates.					
Academic Class to Alberta Teachers.....	36	..	..	36	
Academic Class to Teachers from Manitoba.....	..	1	..		
Academic Class to Teachers from British Columbia.....	..	1	..		
Academic Class to Teachers from Ontario.....	..	3	..	5	41
First Class to Alberta Teachers.....	287	..	..	287	
First Class to Teachers from Saskatchewan.....	..	2	..		
First Class to Teachers from Ontario.....	..	4	..		
First Class to Teachers from New Brunswick.....	..	2	..	8	295
Second Class to Alberta Teachers.....	760	..	..	760	
Second Class to Teachers from British Columbia.....	..	12	..		
Second Class to Teachers from Saskatchewan.....	..	8	..		
Second Class to Teachers from Manitoba.....	..	8	..		
Second Class to Teachers from Ontario.....	..	17	..		
Second Class to Teachers from Quebec.....	..	2	..		
Second Class to Teachers from New Brunswick.....	..	5	..		
Second Class to Teachers from Nova Scotia.....	..	1	..		
Second Class to Teachers from England.....	..	..	13	59	
Second Class to Teachers from Ireland.....	..	..	1		
Second Class to Teachers from Scotland.....	..	..	4		
Second Class to Teachers from Wales.....	..	..	1	19	838

PROVINCIAL CERTIFICATES GRANTED—CONTINUED.

	Alberta	Other Provinces	British Isles	Total	Grand Total
Third Class to Alberta Teachers.....	120	..	..	120	
Third Class to Teachers from British Columbia.....	..	1	..	1	
Third Class to Teachers from Saskatchewan.....	..	5	..	5	
Third Class to Teachers from Manitoba.....	..	3	..	3	
Third Class to Teachers from Ontario.....	..	5	..	5	
Third Class to Teachers from Quebec.....	..	2	..	2	
Third Class to Teachers from New Brunswick.....	..	4	..	4	
Third Class to Teachers from Nova Scotia.....	..	..	1	1	
Third Class to Teachers from England.....	..	..	..	..	
Third Class to Teachers from United States.....	..	..	..	7	153
(b) Professional Certificates.					
Academic Class to Alberta Teachers.....	27	..	..	27	
Academic Class to Teachers from Saskatchewan.....	..	1	..	1	28
First Class to Alberta Teachers.....	147	..	..	147	
First Class to Teachers from Saskatchewan.....	..	1	..	1	148
Second Class to Alberta Teachers.....	350	..	..	350	
Second Class to Teachers from Saskatchewan.....	..	2	..	2	
Second Class to Teachers from Manitoba.....	..	2	..	4	354
(c) Provisional Certificates					
Provisional Certificates (Permits).....	244	..	..	..	244

REPORT OF PROVINCIAL NORMAL SCHOOL, CALGARY

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the eighteenth Annual Report of the Provincial Normal School, Calgary, for the year 1923.

The second semester of the 1922-23 course opened on January 3rd with 391 students, 134 First and 257 Second. This number included 14 students, 3 First and 11 Second, admitted at this time to complete previous partial or unsuccessful courses. These new students were distributed among the several classes, on the assumption that they could easily get into step in the ranks on the basis of former attendance here or elsewhere. This assumption usually takes too much for granted, and there is ample justification for the new plan of forming such students into a separate class for special treatment as indicated below under "Short Course." A four months' course of professional training is too absurdly short to arrive at any safe breaking-point for easy resumption under similar conditions.

The following tables give the usual statistics of enrolment:

ATTENDANCE TABLE, 1923.

	First Class			Second Class			Short Course			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term 1922-23	47	87	134	64	193	257	..	..	..	111	280	391
First Term 1922-23 ...	52	78	130	52	206	258	2	21	23	106	305	411
Totals.....	99	165	264	116	399	515	2	21	23	217	585	802

AGE AND PREVIOUS EXPERIENCE IN TEACHING.

	First Class				Second Class				Short Course	
	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.	No exp.	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.	No exp.	Aver. Age	4 mos. or more exper.
1922-23.	18.5	1	24	109	19.8	10	79	168	..	..
1923-24.	18.9	1	10	119	18.4	3	22	233	28	23

ACADEMIC STANDING FOR ADMISSION, SESSION 1923-24.

	Under- graduates	Grade XII	Grade XI	Totals
Alberta.....	5	120	245	370
British Columbia.....	0	1	3	4
England.....	2	0	1	3
Manitoba.....	0	0	3	3
Newfoundland.....	0	0	1	1
Nova Scotia.....	0	2	9	11
Ontario.....	2	0	3	5
Prince Edward Island.....	0	2	5	7
Saskatchewan.....	0	1	3	4
United States.....	0	0	3	3
	9	126	276	411

Note:—Under the heading “Undergraduates” are included three in the Second Class as not having had sufficient university work to qualify for First Class.

TABLE SHOWING CERTIFICATES OBTAINED, 1922-23.

(Including three former students who repeated the practice work.)

First Class Interim	Second Class Interim	Third Class	Failures	Withdrew
130	228	30	2	3

TABLE SHOWING THE NUMBER OF CONDITIONED STUDENTS IN THE SEVERAL SUBJECTS, 1923-24.

Algebra.....	25	Geometry.....	14
Arithmetic.....	3	Grammar.....	2
Agriculture.....	2	History.....	11
Art.....	3	Latin.....	4
Biology.....	3	Literature.....	24
Chemistry.....	8	Physics.....	11
Composition.....	7	Trigonometry.....	4
Geography.....	7		

The Short Course students admitted to the 1923-24 session enrolled on August 28th, and constituted a class by themselves. Thus they were more satisfactorily given such an abridged and practically applied type of course as their academic and teaching experience and the length of course demanded. Naturally, the main burden of the course for these students was interpretation of the new Course of Study; and, in such subjects as Psychology, only the applications of theory to school room practice. Unfortunately, very few of the class had much capital left for working purposes from any earlier Normal training; so that, after all, the course is little more than a fragment. But the spirit of the class was good, and there is reason to hope that the training thus resumed will continue, through their own newly aroused professional interest.

The second half of the 1922-23 course found us well domiciled. The equipment of the building was practically complete, and on January 12th the official opening took place. On this occasion all afternoon classes were called off, and the building was thrown open to visitors. The afternoon function consisted of addresses by His Honor Lieut. Governor Brett, Hon. Perren Baker, Minister of Education, Hon. Alex. Ross, Minister of Public Works, and His Worship Mayor Webster of Calgary. The Minister of Education received from the Architect, Mr. Blakey, a golden key, signifying the transfer of the completed building to the Department of Education for occupancy. Musical numbers were contributed by the Palliser Hotel Orchestra and by Mrs. C. T. Herbison, soprano. The evening function was mainly of a social nature, preceded by a short meeting in the Auditorium, at which the Minister of Education took the chair, and brief descriptions of the work of the Institute and of the Normal School were given by the Principals. Mrs. Wm. Ireland, Mrs. Mahoney, and Master Cyril Mossop sang; Miss Maud Hilton recited; and Miss Doris McLean gave a piano selection. The Normal School Glee Club also assisted with a few selections. The musical programme for both afternoon and evening was arranged by Madame Ellis-Browne. During the evening refreshments were served in the lunch-room.

The students were by this time well acquainted with each other and ready for whole-hearted co-operation in all phases of student life. Preparation and practice for musical, dramatic, literary, and athletic efforts began to bear fruit. On April 19th and 20th a very creditable operetta, "The Bells of Beaujolais," was staged under the direction of Madame Ellis-Browne, and with the assistance of Mr. Hutton's orchestra. A word of thanks is also due to Mr. Byron Aldenn, of the Grand Players, for his guidance of the staging. The Dramatic Society also assisted with a sketch at an Institute of Technology concert on February 2nd. A concert group also provided an evening's entertainment at Langdon during the winter. By persistent effort of the whole student body, under the stimulation of an enterprising executive, the Inter-Normal contests were successfully financed. Our representatives went to Edmonton for hockey, basket-ball, and debate on February 15th; and, on March 2nd, we had the pleasure of entertaining the Camrose contingent and dividing the honors with them in similar contests. While it is questionable whether, in view of the great distance between the schools and the consequent great expense involved, such competitions are justified, from every other point of view they are well worth while. The stimulation and the wholesome sportsmanship are of unquestionable benefits. But Normal Courses are too short in these Provinces to establish the perfect team-work required to compete to advantage with University teams, or even High School teams, or with the comparatively steady personnel of commercial and other city teams.

The professional work of this school year was reported on, for the first time, under the new system arranged at the Principal's conference in December, 1922. In the first place, as it was impossible to report (even on the Practice Teaching) for so many students, in time to allow the Registrar to issue the Interim Certificates heretofore granted on this basis, Temporary Certificates were issued on estimate of success. Under this head, not more than four such

Temporary Certificates were withheld. Further, on the completion of the reports, candidates failing in more than five subjects were advised, through the Registrar, that they would have to return for an additional four months' training, in the meantime; as also in the cases of those who failed in Practice Teaching, receiving Third Class Certificates. Candidates failing in less than five subjects were allowed supplementals, these to be written during the Christmas holidays. Of these last, fifty-three wrote in December. This is referred to more fully below, and the results shown in above table.

On the brighter side, there was (for the first time) Honor Standing given in the final recommendations for Interim Certificates. Our basis for this was an average of 60 in class work; of not less than 70 in class work and practice teaching combined; failure in no subject; and no unfavorable report of any kind. The following candidates were so recommended:

First Class

Ambrose, John Willis	Fountain, Thomas Harold
Bantin, Angela Florence	Foy, Helen Claire
Bickell, Jessie Clarke	George, Vivian Lisette
Bowden, Sidney Thomas	Marsden, Marian
Bryner, Ulrich Redd	Miller, Bertram O.
Clark, Roland Vivian	MacLellan, J. Anna
Davis, Elizabeth	Nelson, Ivan G.
Dickson, Herbert Finn	Raybould, Hazel Lillian
Elmore, Grace	Stephenson, Margaret Victoria

Second Class

Brewrink, Doris Ruth	Potretzke, Mrs. Bertha
Brunsdale, Delia	Reeves, Benjamin Giles
Christofferson, Ethel Mae	Reid, Robert L.
Craig, Mrs. Pauline	Robson, Alice Maud
Ekstrom, Charles Virgil	Simpson, Anne Erskine
Greenwalt, Lela Rose	Smith, Mary Pauline
Ihde, Mrs. Marie	Watkins, Pauline Esther
Klinck, Ethel Pearl	Welsh, Joseph
Morrison, Emily Hilda	Young, Dorothy Edith
O'Neil, Mrs. Mamie	

The Supplementary Examinations for failures in a limited number of subjects are not giving very satisfactory results. Although every fair chance is given such candidates, by allowing them, as far as possible, to write on papers prepared by their former instructors and on the very work covered at the time they took the course, in most cases they seem to be little better prepared than they were before. Either they consider it a matter of form, or they have been too busy to review their work. Unless a realization develops that these requirements must be adequately met, there should be set for each supplementary examination a fee large enough to make the candidates think twice before presenting themselves without due preparation.

The enrolment for 1923-24 was classified as follows: 1a, 52 men; 1b, 39 women; 1c, 39 women; 11a, 30 men; 11b, 46 women; 11c, 45 women; 11d, 45 women; 11e, 45 women, 11f, 25 women, 13 men; 11g, the Short Course, 2 men, 21 women: a total of 411. Of these 11 withdrew before Christmas, 3 because of illness, and 8 for other reasons. Almost immediately after registration, the men were encouraged by the Department to withdraw for three weeks to help harvest Alberta's bounteous crop. Seventy men withdrew,

returning (all but one) not later than September 24th. During this period of leave, the remaining men were handled as one class.

Except for the interruption due to the harvest leave, the work of the session has gone on smoothly, and the whole student body has co-operated admirably with the staff in keeping up a good standard of regularity, attention to duty, school activities of various kinds, and conduct. Only a small minority can be charged with neglect or indolence. Class rivalry in sport was keen and wholesome, and class fellowship close. The first student gathering of the season was the Bowness picnic on September 6th; followed, on October 9th, by the Field Day. Later, during the term, the "indoor" base-ball tournament was conducted by Mr. Scott, the games being played first in the open and later, as the weather grew cooler and the daylight shorter, in the gymnasium. The men's Rugby team made a valiant effort, but suffered from the lack of experienced material, of sufficient time for developing team work, and of competent and regular coaching. Student socials are held in the gymnasium once a month. These are wholly under student management, subject to permanent school regulations. At least two members of the staff are officially present at each social. It is pleasing to report, that under the student management there is seldom any cause for rebuke or fault-finding.

One feature of the enrolment for the 1923-24 session calls for special comment, and that is the average age of the students. Apparently our adolescents are rushing through high school at a furious rate, and the number seems to be increasing of those who find themselves with a diploma for Grade XI or Grade XII at such a tender age that they hardly know what to do with themselves. Normal School seems to them naturally the next step. But, while it is difficult enough for anybody with only academic experience to appreciate teacher-training problems, the spectacle of these children of fifteen years trying to master the principles and practice of teaching approaches the ridiculous. To be sure, there are youthful prodigies who could do it, but their genius should be well ascertained before they are advised to enter Normal School so young. The gap between high school leaving and the work or study usually undertaken at about eighteen, is an old problem, but it is very doubtful if it is the function of the Normal School to fill the breach. Much better for these youths and maidens to spend a year or two on a farm or elsewhere getting some real contact with out-of-school life; or else why not adopt what was good in the old monitorial system, and encourage over-youthful aspirants for pedagogy to spend a year longer in the public school helping with some classes under the guidance of a teacher of experience? At any rate it is high time that a Normal entrance age was set and adhered to. The deferring of the issue of the certificate does not meet the case, for it is the entrance to the course of training that is concerned, not that of entrance upon teaching.

The following changes in the Normal Staff have to be reported: At Midsummer, L. J. Williams, B.A., Instructor in Science since 1920, accepted the Principalship of the Technical High School, Sault Ste. Marie, Ontario; A. E. Torrie, B.A., Instructor in Mathematics and History, was appointed Principal of the Camrose Normal

School; and Misses Simons and Hopkins, who had been appointed assistants for the year, resumed their practice school posts. Mrs. M. Gossip assisted in Domestic Science during the session of 1921-22, but it was not found possible to provide assistance for the next session, although it was just as fully needed. The Instructor in Physical Training, Sgt. W. J. Gibson, P.P.C.L.I., was succeeded after the summer holidays by Sgt. B. O'Hanlon, R.C.H.A. It is a pleasure to bear testimony to the excellent work of all these colleagues and to the splendid spirit of good fellowship to which they so effectively contributed. Mr. Williams was succeeded by Mr. J. M. Scott, M.Sc., of the Edmonton Normal School, and Mr. Torrie, by Mr. Stickle, of Camrose, who was transferred to Calgary at his own request. In addition to these changes, two members of the Edmonton Normal Staff joined us, viz., Miss Donalda J. Dickie, M.A., and Mr. D. A. McKerricher, M.A., the former taking part of the work in English, and the latter the History and Hygiene.

In the Practice Schools, some changes both in schools and personnel took place. At the New Year, Miss Cora Robertson of the Earl Grey School, Calgary, was appointed to Grade VI in place of Miss Mary McEachern, unfortunately still under hospital treatment; at midsummer, Miss Leta Steen of Grade III, Miss Margaret Farnalls of Grade II, and Miss Laura McGuire, of Grade I, resigned after from two to five years of very excellent service. Their places were filled, respectively, by Miss Mary Simons and Miss Esther Avis, transferred from the Sunnyside Practice School, and Mrs. Gladys Christie, of the Upper Hillhurst School. Also, as implied above, Miss Ethel Hopkins resumed her place, in Grade IV, which had been satisfactorily occupied for the year 1922-23 by Miss Elsie Staples.

At the request of the Calgary School Board, the Sunnyside Practice School was relinquished at the end of June, and instead, a permanent arrangement was made for the use of all twelve rooms in the Hillhurst School for observation and practice purposes. This latter school is nearer, but the total number of practice rooms is now only 20, as compared with 23 last year, although the need has been even greater.

Our two rural schools are still patronized most eagerly and are giving good service. At midsummer Miss Nellie Flack of the junior department, Glenmore, was succeeded by Miss Isabella Watt, a former student here, and Miss Marguerite Smith was succeeded at West Calgary by Miss Ruth Olson, a graduate of the Camrose Normal. Both these appointees had had successful experience in teaching, and were conspicuously good students and apprentices. We were very sorry to hear of the death of Miss Flack, shortly after her resignation.

Owing to the heavy enrolment, the assistance usually given by members of the staff at Teachers' Conventions was limited to the Grade Institutes in Calgary, in which Miss Dickie and Mr. Scott took part. During the summer several members of the Staff taught at the Summer School or read High School examination papers.

We are indebted to the following persons for helpful and interesting addresses to the students: Rev. Dr. Johnson on "Legends of

the St. Lawrence," Feb. 9th; Miss Jean Brown, of Ottawa, on "The Dominion Red Cross," Feb. 20th; Dr. C. B. Johnson, on "Care of the Teeth," Feb. 27th; Principal Gish, of the Alderson Public School, on "Junior Red Cross Work in Schools," March 23rd; Mr. Harold Riley, on "Pioneers of Alberta," March 23rd; Mr. Cowling, of the Post Office Staff, on "Errors Commonly Made in Addressing Mail Matter," April 13th; Colonel MacDonald, of the Strathcona Horse, on an Armistice Day Address, Nov. 9th; A. E. Ottewell, B.A., of the University of Alberta, on "Evolution," March 9th and Nov. 30th. On Nov. 2nd, Mr. and Mrs. Vincent Massey, of Toronto, visited the school, and Mr. Massey spoke to the students briefly. On Nov. 23rd, Mr. Wilson Macdonald, the Canadian poet, gave us an enjoyable hour of reading from his own poems. The Department of Public Health, also, provided a series of three Health lectures with demonstrations.

The report of the Medical Examiner, Dr. H. W. McGill, was received in October and copies thereof were sent to the Departments of Education and Public Health. This report shows a pretty fair condition of general health; with however, the usual frequency of eye, naso-pharyngeal, and dental disorders. One rather alarming feature is the large percentage, nearly eighty, of unvaccinated cases. Students whose reports called for attention to remedial defects, have been urged to consult specialists, and in most cases they have done so.

Although we are under-staffed for so many students, the work of the year has been fairly satisfactory. One difficulty arises from the large size of the classes and the smallness of the laboratory space for Elementary Science. This work is, perforce, too exclusively through lectures, as even one laboratory lesson per week per class would have amounted to nineteen double periods, which, even without the necessary lectures in the several science subjects, would be a physical impossibility. Also, in Househo'd Science, an assistant is required to cover adequately both the theory and the practice.

Apart from the students of the Short Course, the student body is nowadays almost wholly the native Alberta product, at least in so far as their high school work is concerned. The moral tone is predominantly good, and they are a very agreeable body of young people to work with; but we shall have to look to our standards if the cumulative effects of slipshod work, particularly in English, are not to leave their disastrous blight on our elementary schools. Oral and written expression are too often ragged and lame; and ignorance of current affairs indicates too much narrow text-book work and lack of free observation and inquiry. The stuffing, rather than the stimulation process, still prevails; to correct this, we shall have to realize and put into practice the commonplace truth that education is not a massing of facts, but a kindling of proper interests, strengthening of power to find out for oneself, together with zeal for accuracy and good finish in everything attempted.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.



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REPORT OF PROVINCIAL NORMAL SCHOOL, CAMROSE

SPRING TERM

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report on the work of the Camrose Normal School for the spring term of the year 1923.

An outstanding feature of the Normal School situation during the period under review was the unusually large enrolment, which was almost double what was formerly considered normal. The additional staff provided by the Department made it possible to maintain the thoroughness of the academic side of the work, but the practice facilities were quite inadequate. As the 252 students had to be accommodated in 12 practice rooms, it was not possible to allow them more than two half-days apprentice teaching and ten formal lessons. At least double this amount is essential, and even more than that is highly desirable.

Even more desirable is some arrangement for observation and practice in rural schools, which has been entirely lacking to date. As the majority of the students are wholly unacquainted with the conditions and the problems of the rural school, they are greatly handicapped for work in country districts, where most of them will begin their work, and where many will complete their short teaching experience. Further consideration confirmed the opinion expressed in last year's report, viz., that an ungraded school on the Normal School grounds would enable the students to become acquainted with the main difficulties of the ungraded school. Later, perhaps, arrangements might be made for the privilege of observation and practice in a few neighboring rural schools.

The average age of the students was a little higher than in the preceding year, but several were mere children in both years and maturity. Considering the heavy responsibility and the wide opportunity of a teacher, especially in a country district, it would seem advisable to require greater maturity before admitting candidates for training. If some of them drifted into other occupations before reaching the required age, both they and the profession might be benefited, while, if they came to the training school after some experience gained out of school, their attitude and outlook would probably be considerably improved.

During the fall term, the work of several students proved unsatisfactory in spite of continued warnings; and in the end they left

the school without certificates, or heavily conditioned. Every year there are a number who cannot or will not do the work, and who might, with benefit to all concerned, be excused from further attendance at Christmas. If no loans were granted during the first term, this plan might be carried out. Besides conferring a real benefit on those unfitted for teaching, such a course would remove some of the evils connected with the loan system.

At the end of the school year the following recommendations were made regarding certificates to be awarded:

First Class, with Honors.....	1
First Class, Pass.....	21
First Class, Conditioned.....	18
Second Class, with Honors.....	4
Second Class, Pass.....	111
Second Class, Conditioned.....	60
Third Class.....	28
Failed.....	7

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,
Principal.

REPORT OF PROVINCIAL NORMAL SCHOOL, CAMROSE

FALL TERM

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Provincial Normal School, Camrose, for the latter part of the year 1923.

The term opened on August 28th, the personnel of the Staff being: Principal, in charge of Mathematics and the administration of the school; Mr. John R. Tuck, in charge of the Science, which included Nature Study, Agriculture, and Geography; Miss McSkimming, English (which included Literature, Composition and Grammar); Mr. Walter Scott, History, History of Education, and Class Management; Miss Burnett, Primary Work, Spelling, and Reading; Mr. Sansom, Psychology and Music; Mr. Manning, Art, Manual Arts, and Writing; Miss Hastie, Household Science and Economics, Hygiene; Miss Currie (who spent the summer of 1923 taking a course in Library work in Minneapolis) Librarian; Miss Larson, Secretary; Sergeant McVie (detailed by Militia authorities) instructor in Physical Training. Later, Sergeant Gibson took Sergeant McVie's place.

The statistics in connection with the enrolment are as follows:

ENROLMENT.

Age at Entrance		Under 17	17	Over 17	Total	Average
<i>First Class</i>	Men	3	2	6	11	13
	Women	1	7	33	41	18.3
		4	9	39	52	
<i>Second Class</i>	Men	1	9	28	33	20
	Women	18	47	76	141	18
		19	56	104	179	

Of the First Class students, only two had had any experience in teaching; one having taught three months, the other four months. Among the Second Class students, twenty-five had had some ex-

perience, ranging from a summer session of two or three months to five years.

On account of health conditions four members of the class withdrew, on the advice of the medical examiner.

The data in connection with the enrolment show that a large number of students enter before they are eighteen years of age, and the considerable number in the First Class under this age is worthy of comment. While these very young students are usually quite clever in their Academic Work, their immaturity is a decided handicap to them, and usually a detriment to their pupils when they are called upon to assume the duties of managing anything approaching a heavy school.

Within a week from the date of registration, the call for harvesters reached the Normal School, and all our male students withdrew to work in the harvest fields in the Province. This set our work back for two or three weeks, as several who had not registered on the opening day were able to register later on the grounds that they had missed no more than the men who were harvesting. On September 24th the men returned to Normal School, and the work was soon under way in earnest. If such a condition is likely to occur again, it might be wise to consider opening the Normal Schools one month later in the fall, and having the term continue to the end of May. Such an arrangement would prevent many rural schools from operating in May, and on that account would not be desirable. The men who were absent feel that they are entitled to some consideration for the time lost from Normal School, as many of them would have preferred remaining at school, and went harvesting only from a sense of the pressing need of men. It is difficult for the staff, however, to decide what credit three weeks' operations in the harvest fields should receive in a Normal School Course.

Observation and apprentice-teaching began October 15th, the students of each class observing for one day and assisting for another day in each of three class-rooms. This preliminary practice teaching was of decided benefit in acquainting the students with the actual class-room conditions, and in some respects was of greater value than the formal practice lessons which were assigned later.

The regular practice teaching began November 26th, and continued for the rest of the term. In this connection it is a matter of regret that our students do not have an opportunity of seeing the work in any rural school. Many of the students from the city of Edmonton have never seen a rural school in operation.

The co-operation of the Practice School Staff, under the efficient leadership of Mr. C. H. Robinson, is a matter deserving of favourable comment. Every member of the staff was willing to assist the students at any time, and their advice and assistance was very much appreciated by the Normal staff and students. Miss Behrens, much to the regret of all concerned with the school, resigned from the Practice School Staff in October; and her place was taken by Miss Potter, who is filling a difficult position in a very conscientious and satisfactory manner.

The weather during the fall term was such as to enable the students to make extended use of the tennis courts. Basketball and football were also carried on quite enthusiastically, and a very successful field Day was held on October 4th. In connection with this our thanks are due to many of the citizens of Camrose for prizes generously donated for the different events. Among the enterprizes of the students was a weekly printed edition of "The Pedagogue," which contained items of interest concerning the activities of the Institution.

The staff and student body at the end of the year are looking forward to the coming of the Graduate Class, and also the the Inter-School Sports with Calgary, which have become a feature of Normal School life.

A word of recognition is due to the excellent staff of janitors. The school building is kept spotless. Every need is met and if possible anticipated. The grounds, the tennis courts, and the rink are kept in excellent condition. In fact, this service is one of the features of the Institution that attracts favourable comment from any visitors. The Public Works Department is to be congratulated on having such a capable and conscientious staff as Mr. Scramstad and the men associated with him here.

I have the honour to be, Sir,

Your obedient servant,

A. E. TORRIE,
Principal.



FRANK SCOTT SCHOOL, EDMONTON

REPORT OF CHIEF INSPECTOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Chief Inspector of Schools for the year ending December 31st, 1923, embodying a general consolidation, presenting some of the more significant features of the reports of the individual inspectors.

Accompanying this statement you will find, also, copies of the complete reports as submitted by the men having charge of the several inspectoral divisions of the Province. These deal fully with the work of inspection, and discuss, in detail, those conditions and circumstances which have affected educational activities and progress throughout the year.

REDUCTION IN STAFF

In the month of May, 1923, the staff of school inspectors was reduced from forty to twenty-five. Of these, twenty-four are now assigned to the inspection of the work in the public schools, while one devotes his whole time to the inspection of the high schools of the Province.

This reduction in the staff has resulted in a large increase in the areas of inspectorates, and a corresponding increase in the number of schools for which each man is now held responsible. Every effort has been made to offset the disadvantages of a reduced staff, through adjustments which made for more mobility in the force. No particular inspector is now held responsible for the inspection of the public schools of the four cities of Edmonton, Calgary, Lethbridge, and Medicine Hat. Four inspectors who previously devoted all their time to inspection work in the public schools of Calgary and Edmonton, have been assigned to rural inspectorates, and the rural areas attached to the cities of Lethbridge and Medicine Hat have been enlarged. The work of inspection of the public schools of the four cities is now being done by using a large number of inspectors, during a period of the year when conditions for road travel are rather unfavorable, and when rural schools are not open in sufficient numbers to permit of a continuous and completed piece of work. Members of the public school inspection force, especially well fitted for the work, are employed during the same period to co-operate with the one remaining High School inspector. These adjustments have had the effect of modifying considerably the severity of the curtailment, in so far as rural schools are concerned.

In addition it has been found necessary to confine our efforts more strictly to the work of actual inspection of schools. Thereby a comparatively high degree of efficiency in connection with this particular phase of inspection work has been maintained, as later references in this report will verify. However, it has not been pos-

sible to deal as promptly and effectively, as formerly, with many other scarcely less significant problems associated with the educational work of the Province. These latter have to do, for example, with school attendance, school financing, local disputes, close supervision of schools among the non-English and official trusteeships. In dealing with many of these problems the Department cannot bring quite the same prompt attention and service to their solution. While throughout the year, these have been dealt with in a generally satisfactory way, it is too soon, as yet, to estimate with any exactness the ultimate effects of curtailment, in such services, necessarily consequent upon the reduction in the force.

The year 1923 was a particularly favorable one for the work of inspection. The long open fall and the good condition of the roads enabled each member of the staff to accomplish much more than is possible in a normal year. Had we not been favored with exceptional weather conditions a large number of schools must have remained without inspection.

It is no longer possible to give two inspections per year to each school; but it is hoped, that as the men become better acquainted with their enlarged fields, much less than one year will pass between successive inspections of any school.

The following table shows the number of inspectors on the staff and the average number of departments for which each was responsible, during the years from 1914 to 1923 inclusive.

Year	Number of Inspectors Public and High School	Average number of de- partments per in- spector
1914.....	19	152
1915.....	19	162
1916.....	19	165
1917.....	21	161
1918.....	25	149
1919.....	36	114
1920.....	40	111
1921.....	40	113
1922.....	40	112
1923.....	25	165

The inspection of the schools in the four cities of Edmonton, Calgary, Lethbridge, and Medicine Hat is confined to the first two months of the year. If the number of schools in these cities is included, the average number of schools per inspector as at the close of 1923 would be increased to 189.

In fixing new limits for inspectoral divisions, due consideration must be given to conditions for travel. Inspectorates in the open areas, where roads are good, have been made quite large.

"In the autumn additional territory was given to me from the old Hanna Inspectorate, extending the Oyen Inspectorate into Range 16 on the west. The new strip of territory stretches from Township 27, to Township 31 both inclusive, comprising 47 new districts. This increased the number of districts in the Oyen Inspectorate to 197 or 215 school departments."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

"The boundaries of the Inspectorate were twice increased during the year. In January they embraced ninety-five school districts with 124 departments. In May, with the readjustment, the Inspectorate was increased to 127 school districts with 169 departments. Through the addition of a portion of the Hanna Inspectorate in September, the Inspectorate grew to 172 school districts or 218 departments. These 218 rooms or departments were all in operation during the fall term of 1923."

(INSPECTOR P. H. THIBAudeau, *Stettler*.)

In the northern sections of the province, transportation offers a much more difficult problem. Railway facilities are not general, districts are scattered, and roads are not uniformly good.

"This inspectorate includes the major portions of what was formerly the Stony Plain and Onoway Inspectorate. Commencing about thirty miles west of Edmonton, it extends along the main line of the C.N.R. to the Rocky Mountains, and northward to the Athabasca River. This territory is served by the main line of the C.N.R. running from Edmonton to Jasper, by the Coalspur branch running for seventy miles south of Edson, by the Edmonton-Whitecourt branch running from Edmonton to Whitecourt, a distance of over one hundred miles, and by the Onoway-Entwistle branch, connecting the Whitecourt branch with the main line of the C.N.R. Unfortunately for the work of inspection, trains on the branch lines are either bi-weekly or tri-weekly. As a consequence of this, a great deal of time is lost in making connections between points on the branch lines."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"The Inspectorate has at present 118 school districts, and 130 departments, not including five departments on Indian Reserves, which come under my inspection. Of the 118 districts mentioned, 112 are one-roomed school districts, 5 are two-roomed districts, and one district has eight rooms.

"Conditions in the district have improved greatly; but the fact that there is but one railroad in the district, and that extending but half-way across the territory in an east and westerly direction, makes distances necessarily travelled by team, a particular difficulty during the winter and early spring months; a difficulty which makes systematic work very trying."

(INSPECTOR X. P. CRISPO, *St. Paul des Metis*.)

WORK OF THE YEAR.

During the year a total of 5,650 inspections were carried out. A comparison of the work accomplished and of the time distribution for the months of October and November of the year 1922 as against the same months for the year 1923, is given herewith:

Oct. 1922	Days inspection	456	Days special work	465
Nov. 1922	" "	427	" " "	493
		883		958
Oct. 1923	Days inspection	394½	Days special work	225
Nov. 1923	" "	335¼	" " "	259
		729¾		484

It will be seen that effort is now concentrated more upon the inspection of class-room work, with the result, that for the two months used in this comparison, inspection work was maintained at about 80% of former efficiency; while on the other hand, the amount of time given to special problems was reduced by about 50%.

MEMBERS OF THE PRESENT STAFF.

The personnel of the present inspection staff is as follows:

<i>Inspectorate</i>	<i>Inspector</i>
Bassano.....	J. F. Boyce, B.A.
Calgary.....	F. G. Buchanan, M.A.
Camrose.....	J. W. Russell, B.A.
Coronation.....	J. C. Butchart, B.A.
Edmonton.....	J. A. Fife, M.Sc.
Foremost.....	Jno. Scofield, B.A.
High River.....	J. A. Macgregor, B.A.
Lamont.....	G. S. Lord, M.A.
Lethbridge.....	A. J. Watson, B.A.
Macleod.....	J. Morgan, B.A.
Medicine Hat.....	F. S. Carr, B.A.
Olds.....	R. H. Liggett, B.A.
Oneway.....	J. H. Hutchinson, B.A.
Oyen.....	F. L. Aylesworth, B.A.
Peace River.....	L. B. Yule, B.A.
Red Deer.....	A. R. Gibson, M.A.
Stettler.....	P. H. Thibaudeau, B.A.
St. Paul.....	X. P. Crispo, B.A.
Trochu.....	W. J. McLean, B.A.
Vegreville.....	M. E. LaZerte, M.A.
Vermilion.....	R. H. Parker, B.A.
Wainwright.....	M. O. Nelson, B.A.
Westlock.....	J. J. LeBlanc, B.A.
Wetaskiwin.....	E. L. Fuller, B.A.

DUTIES OF INSPECTORS.

These men are the sole representatives of the Department of Education in their respective fields. Their duties are two-fold in character, embracing both inspectoral and supervisory features. In a supervisory capacity they exercise control in matters pertaining to the conduct of schools, the organization of the work; the application of the course of studies, grading, and promotions; and the organization of teachers' conventions and institutes. It is upon the basis of the findings of the inspectors that the Department finally determines the question of the permanent certification of teachers, and the assignment and distribution of grants in aid of special types of work. The work in connection with the organization of new school districts, and the readjustments of boundaries to meet changing conditions, is carried out by inspectors. They determine as to the suitability of buildings and equipment, and confer with trustees concerning their up-keep and improvement. The inspectors have a large responsibility in the matter of securing more regular and increased operation of schools, and improved attendance on the part of the pupils.

In addition to the regular work of inspection referred to in the foregoing, the school inspector is associated with a number of activities, sometimes of general and indirect, but nevertheless positive, educational significance. Inspectors are the school attendance officers for the Province. They act in the capacity of official trustees, when it is found necessary to appoint such an official to temporarily administer the affairs of a school district. Children in foster-homes are reported upon. Cases of mental deficiency are dealt with. Assistance is given in the organization and planning of school fairs and sports days, and encouragement is given to various phases of community activity associated with the schools.

The regular and more or less well defined duties of inspectors may be set out under the following heads:

- (a) Supervision of actual classroom instruction.
- (b) Grading teachers as to efficiency.
- (c) Securing regular operation of schools.
- (d) Enforcing the School Attendance Act.
- (e) Organizing new and adjusting boundaries of existing school districts.
- (f) Assisting in financing of needy districts.
- (g) Assisting in direction of School Fairs.
- (h) Through Conventions of, and Institute meetings for, the teachers, to set up definite standards by which the work of a given school may be compared and influenced.

SUPERVISION OF CLASS ROOM INSTRUCTION.

The supervision of teaching can be more constructive and helpful, and assistance can be given in more detail, when the qualifications of the teachers are high. The following extracts indicate that the average academic and professional standing of the teaching force is gradually improving. They show also that the supply of qualified teachers is tending more and more to equal the demand, and that the number of provisional certificates is steadily decreasing.

"During the year 1923 the professional standing of the 188 teachers within the inspectorate, whose work I had the privilege of observing is indicated as follows: 24.45% held First Class certificates; 65.43% Second Class certificates; 7.99% Third Class certificates; and 2.13% held Permits. In 1922, 24.37% held First Class certificates; 59.38% Second Class certificates; 11.25% Third Class certificates; and 5% held Permits. In 1921, 22.43% held First Class certificates; 56.32% Second Class certificates; 8.04% Third Class certificates; and 13.21% Permits. It is gratifying to observe that the standard of teachers, both from academical and professional standpoint, has steadily advanced, for, while in 1921, 86.79% were fully qualified, and 13.21% held Permits; and in 1922 95% were fully qualified, and 5% held Permits; in 1923 97.87% were fully qualified, and only 2.13% held Permits to teach."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"For the first time during my service with the Department, which commenced April, 1906, I had my inspectorate free of permit teachers. During the months of May and June every school was in operation and with a certificated teacher in charge."

(INSPECTOR P. H. THIBAudeau, *Stettler*.)

"The following is a statement of the qualifications of the teachers employed in the inspectorate during the year:

- 2 held the M.A. degree and 1st Class certificates.
- 5 held the B.A. degree and 1st Class certificates.
- 39 held 1st Class certificates.
- 122 held 2nd Class certificates.
- 16 held 3rd Class certificates.
- 5 held Permits to teach.

It is worthy of note that only five Permit teachers were employed in the Inspectorate during the year."

(INSPECTOR J. A. FIFE, *Edmonton*.)

"There were in this Inspectorate 67 male and 96 female teachers. Six held Academic, twenty-six held First Class, and one hundred and thirteen held Second Class Certificates."

(INSPECTOR M. E. LAZERTE, *Vegreville*.)

"Nearly all the teachers were Normal trained. Six is about the limit of permit teachers for the term ending Dec. 31st, 1923, out of some 220 in the Inspectorate. I had one instance where the trustees engaged a non-qualified person without even communicating with the Department of Education or myself. On the whole the teachers have been competent, and there were very few who did not show a desire to do their best."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"All schools in the Inspectorate were inspected once and about sixty-five per cent. received a second inspection. Reports on the work of one hundred and seventy-three teachers were submitted to the Department. Of these teachers, thirty-one had First Class Certificates, one hundred and twenty Second Class, fifteen Third Class, four had letters of authority, two held Provisional Certificates; while one was at work without any recognized authority."

(INSPECTOR R. H. PARKER, *Vermilion*.)

"On the basis of academic and professional qualifications, the one hundred and seventy-two teachers, whose work was inspected during the year, are classified as follows:

Academic Certificates.....	4 or 2.32%
First Class Certificates.....	35 or 20.35%
Second Class Certificates..	107 or 62.21%
Third Class Certificates .	18 or 10.47%
Provisional Standing.....	8 or 4.65%

None of the teachers with temporary standing or 'Permits' were employed for a full school year but were temporarily placed in schools when the supply of qualified teachers was at its lowest ebb."

(INSPECTOR J. J. LEBLANC, *Westlock*.)

"The Professional standing of the teachers doing public school work here during the year was as follows:

With Degree and First Class Certificate.....	3
With First Class Certificate only.....	23
With Second Class Certificates..	118
With Third Class Certificates.....	17
With authority to Teach ..	1
With Provisional Certificates.....	6

(INSPECTOR M. O. NELSON, *Wainwright*.)

"Comparatively little difficulty was experienced this year in procuring qualified teachers for the schools. The boards in some of the more remote districts of the Inspectorate did find some trouble in inducing teachers to accept positions with them. But this will probably always be so. For teachers, especially women-teachers, are by no means anxious to become marooned in districts far from a railroad, and will only accept schools in them as a last resort. If qualified teachers will not accept positions in such districts, it may be necessary to issue a few Permits from time to time to meet the situation. But the fact that only one Permit was issued in the entire inspectorate last term would seem to indicate that the problem of manning the schools, even in the outlying districts, has passed its acutest stage."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

SALARIES OF TEACHERS.

As the supply of teachers more nearly equals the demand, there is a lowering of salaries. Salaries have dropped, but, in good farming districts, they have not fallen below the \$1,000 level. In poor

districts, and in dry areas of the province, somewhat lower salaries are offered. Our inspectors comment as follows on the question of salaries:

"Salaries for rural school teachers have settled back to an average of about \$1,000. There are, in the Inspectorate, about as many teachers getting less than that sum as are getting more."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"Fairly good salaries were paid throughout the Inspectorate and little difficulty in financing was experienced by the Boards. There is a marked tendency on the part of Boards in many Ruthenian districts to pay good salaries to Ruthenian teachers, and to offer lower remuneration when Anglo-Saxon teachers apply. The 28 Ruthenian Teachers in rural schools of the Inspectorate were paid on the average \$116 more per year than were the Anglo-Saxon teachers holding like certificates. The following table gives the certification of all teachers and the average salary of each group.

<i>Certificates</i>	<i>Average Salary</i>
6 Academic.....	\$1,238
9 1st Professional.....	1,294
17 1st Interim.....	1,081
52 2nd Professional.....	1,149
61 2nd Interim.....	1,066
13 Third.....	1,031
2 Letters of Authority ...	1,020
3 Permit.....	1,173

(INSPECTOR M. E. LAZERTE, *Vegreville*.)

"In this Inspectorate school boards experienced no difficulty in securing qualified teachers for their schools. This is largely due to the fact that the Boards do not delay arranging for their teacher supply, but do so as soon as it is determined that there is to be a change of teachers. In only two cases was it necessary to recommend permits, and in each of these there were extenuating circumstances, which necessitated the employment of an unqualified teacher."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"During the year I had only two schools in operation under Permit teachers. Both these teachers were experienced and capable, and they did good work. Two other districts neglected to secure teachers at the beginning of the fall term and were unable to secure teachers at a later date. I was unable to find persons to take charge whom I could recommend for Permits, so the schools remained closed for the fall term. Three districts with small enrollments operated under Section 208 with adjoining Districts."

(INSPECTOR J. MORGAN, *Macleod*.)

"The districts have had an opportunity of selecting from a number of applicants, so that those districts where conditions and accommodation were favorable have been able to engage teachers of good qualifications and some experience. There has been a corresponding improvement in the type and quality of the work accomplished in the rural schools, and a lessening tendency on the part of teachers to change schools at the end of every term.

"Salaries have decreased on the average about \$100 per annum. The customary salary now paid in this district is \$1000. Boarding accommodation is, however, charged at the same rate as when salaries for teachers were at the highest. In most instances the teacher has to pay one-third of her salary for board and room. The housing of the teacher continues to be the greatest problem in rural education. For various reasons the erection of teacherages has only been moderately successful in meeting the difficulty."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"During the year 1923 I believe that the supply of certificated teachers has been better than in any previous year in this Inspectorate. The Boards in many cases by endeavouring to engage teachers at the lowest possible salary, delayed operation considerably."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

THE NEW COURSE OF STUDIES; GRADE STANDARDS; REPORTS.

During the year the new Course of Studies came into general use and the teachers have had an opportunity of learning to what extent it is adaptable to rural school conditions. The course is being more favorably received, but there is a general feeling that the rural school will always have difficulty in providing the supplementary readers and reference books that are essential to a successful application of the course. There is a rather general demand for text books in History and Citizenship which outline with more continuity the subject matter of the Course of Studies.

There are a few problems that give our rural teachers much worry.

(a) The grading of classes is not well standardized. Each rural teacher must of necessity work in isolation from others in the profession, and it is difficult for him to get dependable standards. The Inspectors are able to give much assistance in this matter. To give further assistance it is proposed to send to each teacher in the Province a set of tests for Grades V, VI and VII. The teacher will use these to examine his class and make his promotions on this basis. There should result from the use of these tests a better grading and clearer notions regarding grade standards.

(b) In many of our rural schools the primary and junior classes have large enrolments. Successful primary work requires a very special type of instruction. Unless teachers have had good training and considerable experience, the progress by these younger pupils is slow.

(c) In schools where the children are of non-English parentage a special problem presents itself. English is, for these children, a foreign language. A special technique is necessary to successful instruction. The pupils are slow in getting a start, and there is often considerable lost time in Grade I, and much consequent retardation in the case of children who reach the advanced grades.

During the year a new procedure was adopted with respect to reports on teachers. Heretofore copies of the Inspectors' Report on the Teacher, as made to the Department, were given only to teachers in the cities, and in town schools where four or more teachers were employed on the staff. In July last this practice was extended to apply to all teachers at work in the Province. The placing of these reports with their suggestions and constructive criticisms in the hands of the teacher promises to bring improved results from inspection. To assure a greater measure of uniformity in the grading of these reports, by the several inspectors, a scale for the measurement of Teacher Efficiency is employed.

"Since the beginning of September, I have been following, under your instructions, the new method adopted with regard to teachers' reports. After each inspection of a school I have mailed to the teacher in charge a duplicate of the report which is forwarded for your information. It is too early yet to pass a final judgment on this new departure in connection with rural school inspection, but there is every reason to believe that it will result in increased efficiency in our ungraded schools.

"The following table gives a summary of the grading of all teachers inspected during the year and indicates fairly accurately the effectiveness of their work in the class room. By the way of explanation, however, it should

be stated that it has not been my practice to grade teachers as 'excellent' at a first inspection. This accounts for the fact that no teachers have been placed in this category, although a number, in all probability, will be entitled to this classification following a second inspection of their schools.

GRADING OF TEACHERS IN THE WETASKIWIN INSPECTORATE.

Estimate of Teacher	No. of Teachers given grading
Excellent.....	0
Good.....	75
Fairly Good.....	56
Fair.....	15
Weak.....	3
Total.....	149

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"The grading of teachers has proved an interesting feature of the inspection programme this year. In this phase of the work the scale has been consistently used, and has amply justified its use in creating a uniform standard. Of the 168 teachers whose work was inspected the grading stood as follows:

Good and very good.....	108
Fairly good.....	47
Fair.....	12
Weak.....	1

"The teacher who was graded weak held a provisional certificate, and would likely do very well with professional training. In two cases only was it found advisable to suggest to teachers that a change might be beneficial to the school, the one on account of poor health, in which case a complete rest for some months was advised, and the other because of having a school a little too difficult for her to discipline. Five teachers who graded fairly good on the occasion of the first visit received a high grading on the second inspection. An interesting point too, that might be noted in passing, is that frequently a teacher is met with who grades fair or fairly good in one school, but who merits a higher mark in another school."

(INSPECTOR M. O. NELSON, *Wainwright*)

"The practice of giving all teachers in all schools copies of their reports was commenced in the Fall term and has, so far, proved satisfactory. In the case of an excellent report it is usually unnecessary to discuss it with the recipient. Where the report is good there may be some minor criticisms which can be profitably discussed before the Inspector leaves the school. The same course is followed in the case of reports which are graded still lower, until the procedure mentioned in the last paragraph is adopted. Thus one can be reasonably certain that the teacher is not left with any doubts in her mind just why the Inspector has assigned her her particular grading."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"Our ungraded schools are suffering from an inequality of standard, arising from the lack of any machinery by which equalization of standards may be maintained. A number of factors have been responsible for producing these conditions but one remedy may be suggested which should assist materially in bringing about an immediate improvement. This is a uniform system of promotion examinations from Grades III to VII under the supervision and direction of the Department of Education, or the inspectors of schools. By means of such a system it would be possible to raise at once the standard of attainment required for passing from one grade to another. The examination questions, moreover, would immediately become a guide to the teacher as to the thoroughness with which she should handle the different phases of each subject, and would thus tend to develop a uniform standard in promotion, to which all teachers would conform with a reasonable degree of accuracy."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"It is impossible to give a meaningful summary of the public school work. In schools where the children are of English parentage the work is generally good. In many Ruthenian districts the pupils are proficient in arithmetic only, being quite below standard in other subjects, particularly in English. More systematic presentation of the elementary work is absolutely essential before improvement can be reported. Teachers are not professionally equipped for the teaching of a foreign language, in this case the 'foreign' language being English. Pupils do not receive adequate instruction in hygiene. There is wide scope for increased health supervision."

(INSPECTOR M. E. LAZERTE, *Vegreville.*)

"The work of the Public Schools as outlined by the New Course of Study is decidedly better in many respects than it was in former years. This is particularly noticeable in the subjects of English and Arithmetic. Teachers are not handling the subjects of History and Citizenship with the same success, but I believe that when they obtain and become familiar with the new texts, satisfactory work will be accomplished. In many communities Spelling is receiving special and desirable attention."

(INSPECTOR J. SCOFFIELD, *Foremost.*)

"The new Course of Studies is giving reasonable satisfaction. It is generally recognized that it has many excellent qualities; and it has some defects. It is too unwieldy for the rural teacher. As it is in three parts, and the grouping of material is by subjects rather than by grades, more time would be consumed in ascertaining the requirements of the course in the various subjects in their application to the class called upon to recite than the average teacher is disposed to give."

(INSPECTOR J. H. HUTCHISON, *Onoway.*)

"General approval is given of the new readers where these have been introduced. There is a widespread demand for revised texts in history and geography, and the opinion that the present texts in these subjects do not at all meet the requirements of the new course is frequently expressed."

(INSPECTOR R. H. PARKER, *Vermilion.*)

"Oral Composition must receive more intensive attention to become an effective background for the written phase of the work. In History, it is the general impression among teachers that the outline is too vague to be of practical application in the rural schools, and that further co-ordination in the essentials could be obtained if a suitable text were available for the teacher."

(INSPECTOR J. J. LEBLANC, *Westlock.*)

"The great body of teachers has now become fairly familiar with the new course of study, which is now in use for the second year. Many, however, are still unable to utilize it to best advantage. This is particularly true in respect to the rural teacher, who is handicapped by the lack of the necessary reference books. It is to be hoped that specially prepared texts will be available at an early date, in order that the rural teacher may have at hand, in convenient form, the material she is required to teach in connection with each subject. Until this is the case a considerable part of the public school curriculum is going to remain untaught because of the inability of the teacher to acquire easily the necessary information."

"INSPECTOR E. L. FULLER, *Wetaskiwin.*)

ADVANCED INSTRUCTION IN UNGRADED SCHOOLS.

The past year has shown a further increase in the number of ungraded rural schools offering instruction in the work of grades above the Grade VIII. The government encourages the provision of this instruction by paying an additional grant of 25c. per day in those instances where the inspector finds conditions to be favorable.



INTERIOR RURAL SCHOOL

In this way the advantages of Grades IX and X have been brought to hundreds of rural school pupils. The following comments of inspectors will give some idea as to the success of this effort.

"The number of Grade VIII pupils in the Inspectorate is gradually increasing; and thirty-five schools provided instruction in high school grades. It is difficult for a teacher who is liable to have all the grades of the public school to do the work of Grades IX or X satisfactorily. In fact, in many cases it is badly done.

"There are, however, not a few cases of pupils, who, on account of Grade IX instruction being given in their home schools, are able to attend school a year longer than if they were compelled to leave their homes to get instruction beyond Grade VIII."

(INSPECTOR J. A. FIFE, *Edmonton*.)

"In seventeen rural one-room schools I found grades above VIII being taught. The rural cannot do work above Grade VIII satisfactorily but if the Board refused to admit these pupils they would be forced to discontinue their school studies. The problem of providing for advanced education will become more pressing as the quality of the work done in Grades I to VIII increases and a larger number of pupils complete the work of the Public School. The better class rural schools will continue to furnish pupils in increasing numbers with the desire and the ability to continue their studies beyond Grade VIII."

(INSPECTOR J. MORGAN, *Macleod*.)

"The tendency to continue in Grade IX has steadily increased. The result of the teaching of this grade has only been fair. As no examination has hitherto been held and the promotion to Grade X has been by recommendation, there has been a tendency to abuse this privilege in spite of the supervision of the inspector. The burden of the pupil's success is passed up to the High Schools teaching X and XI. The new Grade IX course, by the very nature of the subjects taught, will increase the tendency to do slipshod work unless checked annually by a Departmental Examination in this grade. The decision

to put on such an examination this year will undoubtedly show up the situation in the proper light. At any rate, as indicated in previous reports, the teaching of High School work should not be attempted beyond this grade."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"In a few schools even more advanced work is being attempted. In my judgment it is not desirable that even the work of Grade IX should be taken in many schools, but under present conditions it seems unavoidable, as in most cases parents are unable to send their children away to school and if they were most of the smaller High Schools are filled to capacity."

(INSPECTOR J. C. BUTCHART, *Coronation*.)

"The town schools of the Inspectorate are well graded and well staffed. These carry on the work, at present, to Grade XI. The work of Grade XII has been dropped in a general effort to reduce taxation.

"A considerable number of rural schools provide the work in Grade IX; but I am compelled to say that in few instances has this been entirely satisfactory. Usually the work of the lower grades is sufficiently heavy and leaves the teacher little time for the higher grade. It is my opinion that if these schools are to continue the work of Grade IX a full Departmental examination should be set."

(INSPECTOR R. LIGGETT, *Olds*.)

"The number of schools in which Grade VIII was taught increased to twenty-eight, and in fourteen of the rural schools Grade IX was attempted. To the teaching of high school subjects much time outside of regular hours was given by teachers anxious to help pupils who would otherwise find it impossible to continue, and too much praise cannot be given to such devoted teachers. In all subjects taught the work was satisfactory with the possible exception of Science, where difficulty is encountered chiefly because of lack of necessary science apparatus and equipment."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"The number of districts in which boards of trustees are desirous of having the Grade IX course taught is increasing. Instruction in this work was authorized in twenty-four districts during the fall term. In the majority of these districts, the schools were in charge of experienced teachers."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"The work of Grades IX and X is being conducted in an increasing number of schools, but owing to irregular periods of operation and to the lack of uniform test examinations the results are not entirely satisfactory."

(INSPECTOR L. B. YULE, *Peace River*.)

"Several one-room rural schools had one pupil or more successful in passing the Grade VIII Departmental Examination. There were: Prosurta No. 1563 (non-English), Good Hope No. 660, Mansfield No. 716, Castle No. 571, Sniatyn No. 1605 (non-English), Beaver Creek No. 371, Yorkville No. 1537, Pleasant View No. 663. In the last four of these and at Solberg No. 926, the work of Grade IX is being carried on. The candidate from Pleasant View, S.D. No. 663, won the Governor's medal for the Inspectorate as it stood then."

(INSPECTOR G. S. LORD, *Lamont*.)

"During the year 1923 there was observed in several instances a quickening of interest in school affairs; aroused, I believe, by the fact that there was in the local school a class preparing for the Grade VIII or the Grade IX examination. In all such cases the school operated eight to ten months in the year. There is no doubt that one of the best spurs to interest the district in the affairs of the local school is the presence in the school of a class preparing for a Departmental Examination; the success of such classes makes the decision whether there shall be a yearly school or not. It is gratifying to note that the rural schools where a Grade IX is possible appear anxious to have this grade conducted in the school."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"A serious question arises here, as town schools are becoming averse to taking country students into their high schools; and are, in some instances,

positively refusing to do so, as the thirty dollars per year, to which they are entitled for each pupil, is not nearly equal to the cost of educating a pupil for a year. Again, parents may not have the money to pay for the maintenance of one or more children, while away from home."

(INSPECTOR W. J. McLEAN, *Trochu.*)

"During the year 1922, the Legislature passed an amendment to Section 179 of the School Act, which gave school districts the authority to charge a fee of \$3 per month for non-resident pupils enrolled in grades above Grade VIII. The immediate effect of this amendment in this Inspectorate has been to increase by one hundred per cent the number of school districts requesting written authority to offer instruction in Grade IX. This increase has taken place in the face of the reduction from fifty to twenty-five cents per day, made at the last Session of the House, in the grant provided for schools in which the teacher is charged with this advanced type of work."

(INSPECTOR E. L. FULLER, *Wetaskiwin.*)

"The desire of teachers in rural schools, who find themselves confronted with the advisability of offering assistance to pupils in Grade IX, and occasionally in Grade X work, to have some standard Departmental Examination test for such pupils, has in no measure abated. It is felt that such a test would be a very substantial guidance, and would place both teachers and pupils in a better position as regards their relation to the teachers in our High Schools, to whom these pupils may, in due time, present themselves."

(INSPECTOR J. W. RUSSELL, *Camrose.*)

"The question of secondary education is ever an important and interesting one, and a word or two might be said upon the subject in this place. Grade IX work was handled in 26 ungraded schools, 45 pupils being thus accommodated; one ungraded school had a Grade X pupil; three two-roomed and one three-roomed school had classes in Grades IX, X and XI; while the towns of Wainwright, Hardisty and Sedgewick each have a room devoted exclusively to High School work. Considerable extra work is added to the rural teacher's programme by a class doing work in a grade above Grade VIII, and in order to encourage the teacher in giving some time at least outside the regular school hours to those pupils, it has been the custom of the writer to recommend to the board of trustees that she receive the extra grant for herself. This suggestion is usually carried into effect, and is productive of good results."

(INSPECTOR M. O. NELSON, *Wainwright.*)

"High School instruction is conducted under one teacher at Athabasca, Morinville, Clyde, and Westlock, with Grades VIII, IX, X and XI enrolled. The pupils in these Grades include a large number from rural districts about these centres. In seven ungraded schools instruction was given in Grade IX and the teaching generally is of a fairly good type. In recommending the introduction of High School instruction for those children who could not afford to attend at larger centres, specific instructions have been given the teacher in charge that the teaching time devoted to this grade must not be permitted to encroach unduly on the needs of the public school grades."

(INSPECTOR J. J. LeBLANC, *Westlock.*)

TWO-ROOM SCHOOLS

In many rural districts, where the school population is large, two-room schools are operated. Here graded conditions are established and a more thorough and effective type of instruction is made possible. The majority of such schools are to be found in the non-English speaking communities of the northern part of the Province. Associated with many such two-roomed school plants is a residence. The residence guarantees longer periods of service by the teachers employed, and this is reflected in the more rapid progress by the pupils in attendance at such schools. Better accommodation for teachers would remove many of the problems in connection with operation of schools in the non-English communities.

"In about 65 of these school districts the children are non-English racially. Of the remaining districts, some are English-speaking entirely; some partly English and partly non-English; and in others, where the process of assimilation is so sufficiently complete that English is spoken as freely and well as the vernacular, the Canadian social heritage has become that of the district generally. In this last category the originally German district between Fort Saskatchewan and Lamont falls. The Ruthenian districts are distinctly tending towards this end, so desirable from the standpoint of the unity of Canada, but they vary greatly in the matter of results achieved.

"How great this variation may be and what some of the causes are is shown by the following instances. In 1918, Jack Pine Grove, S.D. No. 3051, had a one-room unprogressive and weak school. Through the influence of some progressive and determined people in the district, and in response to the requirements of the Department of Education, a second room was added three years ago. Last year a Grade VIII pupil from this school won the Governor's medal, and there are now 6 pupils in Grade X and 5 in Grade IX. These pupils show a high degree of proficiency in their work.

(INSPECTOR G. S. LORD, *Lamont.*)

"There are now seven rural two-room schools among the New Canadians. White Mud S.D. No. 2407 added the second room last summer. The others are, Jack Pine Grove No. 2051, Andrew No. 393, Wostok No. 528, Podola No. 2065, Molidia No. 1496, and Panaskevia No. 1487. In three of these (Jack Pine Grove, Wostok, and White Mud Creek) candidates were successful in passing the Grade VIII Departmental examination last summer and are now doing the work of Grade IX. In two others, candidates tried the examination, but failed to pass. The others, as far as I know, had no candidates. The differences in the results are attributable to differences in teacher ability during the past and quite as much to poor attendance. In addition to the extra opportunities offered, the two-room is a necessity in all schools of large enrolments among New Canadians, as it is poor business to expect returns when one person attempts the work of two. There are now possible enrollments varying from 50 to 95 at Sheptycki No. 29, White Earth No. 3582, Topocantz No. 1935, Lopstick No. 1435, Ruthenian No. 2403, Jaroslaw No. 1478, Kaluz No. 1631."

(INSPECTOR G. S. LORD, *Lamont.*)

ATTENDANCE.

As the provisions of The School Attendance Act became better known and understood, there are fewer cases of non-attendance to be dealt with. It is still necessary to make several prosecutions each year, in order to enforce the Act. The greatest need for enforcement exists in the non-English areas. The following extracts from reports show where most of this work was done during the early fall months when many children were required at home. The exemption certificate provides for just such contingencies, and it allows the teacher to control the non-attendance of pupils who are too young to assist in husbandry.

"While here and there some isolated cases of poor school attendance are to be met with, the general attendance of pupils through the Inspectorate is reasonably good. Taking at random 30 rural schools that were inspected during the months of February, March, April and May (a period that covers some bad seeding roads, as well as the usual seeding operations when the larger boys are usually detained at home to assist) we find that the average percentage of attendance stood at 82.61%. A similar comparison of 68 rural schools gives an average of 81.57% of attendance during August, September, October and November. This latter period covers, of course, harvest-time and its consequent loss in attendance. On the whole these figures give a fairly comprehensive survey of rural attendance in this Inspectorate.

(INSPECTOR M. O. NELSON, *Wainwright.*)

"A number of parents were visited in connection with the non-attendance of their children, and two prosecutions were instituted and carried to a successful conclusion. With the addition of several districts on the west,

where there is a large proportion of non-English speaking residents, more attention to attendance work will be necessary in the future."

(INSPECTOR R. H. PARKER, *Vermilion*.)

"The attendance has not been good. The percentage is much too low, and the Act requires vigorous enforcement. In this regard the improvement on the conditions of five years ago is not great. The census is probably the only force that has improved matters much. In 1918 the census was seldom made, and when the policy of rigidly requiring it was adopted, often unsuspected large enrollments were discovered. Now we are at least aware of the true state of affairs. When this became evident—late in the fall—16 prosecutions were made under the Act. The follow-up of the following year should show results."

(INSPECTOR G. S. LORD, *Lamont*.)

"It was found necessary to make 29 prosecutions under The School Attendance Act. These cases arose in 10 different districts. Cognizance was taken of the fact that in busy seasons of the year older children were necessarily required to assist with farm duties. By insisting that the certificates of exemption be applied for in such cases, it was possible to secure more regular attendance from the younger children who were unable to give assistance on the farm. The true purpose of the certificate of exemption becomes evident only when the teacher is given some authority in discriminating between deserving and undeserving applicants."

(INSPECTOR M. E. LAZERTE, *Vegreville*.)

"The regularity of attendance, considering the demand made on all available help during the farm operations through the heavy crop and labour shortage, has been very satisfactory. Three prosecutions were instituted, and convictions obtained, while in a large number of other cases a visit to the home improved the situation in relation to school attendance."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"With heavy crops and scarcity of labour, pupils were called upon to contribute towards the harvesting of crops. This was perhaps more noticeable this year, than in previous years of my experience. I believe that there were very few real cases where children were deliberately kept from school; and several of the cases prosecuted were found difficult to pronounce upon by the presiding Justice of the Peace."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"A number of cases were referred to me for prosecution, and in nearly every case I visited the family in question. In no case could I see my way to take drastic action as there were either very extenuating circumstances, generally poverty and lack of clothes, or I received promise of amelioration."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"The School Ordinance provided for exemption in such emergencies, and it is then necessary to see that those parents who will take advantage of such privileges by keeping children out for over the time allowed, who neglect to secure the proper exemption or who keep children out who are too young, be checked up and required to adhere to the requirements of the Act."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"Two rather stubborn cases of attendance were finally settled satisfactorily but not until one of the parties had been called into court, and contributed toward the revenue of the Province."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"Under The School Attendance Act, I had but four prosecutions during the year. The attendance during the fall term was the most irregular that I have ever known it. This was due chiefly to the very heavy harvest and the scarcity of hired help."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

GENERAL CONDITIONS

The last few years have been trying ones for school boards whose business it is to provide money for the operation of schools. The situation was becoming quite grave previous to the crop season of 1923. The splendid crop has restored confidence among the ratepayers. All districts are not yet free of financial entanglements, but indebtedness has been reduced in numerous districts. Arrears of taxes have been collected, and old loans in many cases have been retired.

These changes for the better were reflected in a great improvement in the condition of operation of schools, especially during the fall term. They forecast still further improvement in this regard during the coming year.

"During the course of the year I found it necessary to recommend that assistance be given to a number of districts, in the way of special grants. Two districts which required aid, are situated almost altogether in remote homesteading areas, where the collection of taxes presents considerable difficulty. In each case the basis of recommendation was so much, per day, for each day the school was kept open and the special grant, as is intended, thus became an inducement for increased operation by the Board.

"The putting into force of The Tax Recovery Act of 1922 has also had a very beneficial effect in improving the financial condition of a great many districts. There is now in evidence a greater disposition on the part of the ratepayer to clear off arrears of taxes and the rate at which these were paid during 1923 augurs well for the future."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"The crop conditions throughout this Inspectorate were much better in 1923 than for several previous years. In fact, for the past four or five years the crop returns have been very poor, and in the sandy areas a total failure. In spite of these adverse conditions school boards generally have, whether collecting their own taxes by direct levy or indirectly through collecting municipal districts, maintained a heroic struggle to sustain operation of their schools during the lean years. Collections of taxes became more and more difficult each year; and with the banks refusing further credit to either school or municipal districts, as was the case in the fall of 1922 and the spring of 1923, a great many rural school boards were faced with the probability of having to close their schools at midsummer. However, the bumper crop this year has yielded splendid results in the collection of tax arrears, so that only two out of one hundred and seventeen rural schools were unable to operate during the fall term."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"Crops were good during the year and the coal mines operated steadily. As a result the school boards are in much better condition financially than they were at the beginning of the year."

(INSPECTOR J. MORGAN, *Macleod*.)

"Crops this year were generally good, and this, in spite of low prices and the difficulty of marketing products, created an atmosphere of optimism which was reflected in an improved interest in the schools. Taxes have been easier to collect, and districts rather deeply involved have been able to liquidate much of their debt. This is particularly true of districts centering about the railway, and such districts have all operated for longer periods than formerly. In the northern and eastern parts of the Inspectorate, distances from a railway and consequent difficulty of marketing farm products to advantage, are serious drawbacks to operation; but even under such difficulties, the majority of districts have operated very well."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"As was to be expected, the financing of schools during the dry and lean years was exceedingly difficult. Many districts were unable to meet their

debentures and salary obligations without assistance from the Government. However, the great bulk of the loans from the Government had been made or arranged for before I took over the Inspectorate. I recommended very few new loans."

(INSPECTOR F. L. AYLESWORTH, *Oyen.*)

"On October 15th, the amount of loans with interest accrued which had been made to school districts in the enlarged Oyen Inspectorate was \$89,785.51."

(INSPECTOR F. L. AYLESWORTH, *Oyen.*)

"During the opening months of the year, the action of the Department of Municipal Affairs in not allowing school boards to collect arrears of taxes that had been reported to them, came in for considerable adverse criticism. The collections were so encouraging however, particularly in November and December, and so much money was forwarded to the districts from this Department that little criticism of the action of the Department of Municipal Affairs in this respect is now heard.

"During no year since 1916 have crop conditions in this area been so generally favorable. This is true in spite of the fact that in certain restricted areas, within this Inspectorate, they had poor crops this year. Generally speaking the eastern portion of the Inspectorate suffered most through scarcity of moisture, while the western side produced the best crop in years."

(INSPECTOR X. P. CRISPO, *St. Paul.*)

"Financial conditions have become a good deal easier on account of the excellent crop in all parts of the Inspectorate, and although the feeling of pessimism has not been entirely banished, prospects are much brighter for more general operation and progress during the coming year."

(INSPECTOR J. C. BUTCHART, *Coronation.*)

OPERATION OF SCHOOLS.

Closely associated with, and dependent upon the financial standing of the districts, is the operation of schools. Every effort was made to put into operation every school. All Inspectors were advised to devote the necessary time and attention to securing operation in all districts where operation was desirable. These efforts were highly successful. There were 119 districts whose schools remained closed throughout the year. Of these 82 did not have a sufficient number of resident children to warrant operation; 26 were unable to operate because of lack of funds; and 11 remained closed for other more or less satisfactory reasons.

The situation with respect to operation is clearly given by the following table which shows the number of schools closed during each month of the year.

Month	Total not operating. All reasons	Not operating because of lack of funds
January.....	797	155
February.....	817	169
March.....	638	127
April.....	377	107
May.....	251	57
June.....	133	30
July.....	(Holidays)	(Holidays)
August.....	394	71
September.....	353	100
October.....	338	108
November.....	381	151
December.....	307	135

"Approximately 50 per cent of the schools operated during the full and regular school year. In the others, the term of school varied from four to eight months. Six districts with a light enrollment entered into agreements with the boards of adjoining districts in operation, for the education of their school population, and consequently did not operate their school. Owing to heavy overdue obligations and limited revenue six districts were unable to re-open the school during the year. The financial situation shows some improvement and when the year's crop has been marketed the districts should be in a position to reduce the large volume of tax arrears accumulated during the past few years."

(INSPECTOR J. J. LEBLANC, *Westlock*.)

"All districts within the Inspectorate provided educational facilities for the resident children either by operating a school within the district or by providing to have them attend neighboring schools. With four exceptions, facilities were provided during more than six months of the year. Of one hundred and forty-seven departments, one hundred and twenty were in operation for eight or more months. Ninety-eight departments operated the full school year. Short periods of operation were due, in part, to the indifference to the trustee boards and, in part, to the impossibility of securing teachers to take charge during the last term of the year."

(INSPECTOR R. H. PARKER, *Vermilion*.)

"As this part of the Province has not suffered so much from drought as some parts, the schools are nearly all kept in operation throughout the year, or for the greater part of it. There are no summer schools in the Inspectorate. About 90% of the schools were open for around 200 days. The education of all but a few children was taken care of, and those that were neglected will be looked after in future."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"If reasonable allowance is made for financial conditions, operation of schools may be characterized as very satisfactory. No school remained closed all year. The shortest term of operation for any school was about four months. The next was six months. About twenty-five schools operated seven, eight, or nine months, while the remainder were open throughout the whole year."

(INSPECTOR P. H. THIBAudeau, *Stettler*.)

"While the yearly school is very difficult of attainment, chiefly on account of the distances which children have to travel, especially during the winter months, and this accentuated by lack of suitable clothing, the Boards generally are beginning to realize the necessity of operating for full terms. The number of yearly schools is steadily increasing."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"The Vegreville Inspectorate includes much excellent farming land. Vegreville is the largest grain shipping point in the Province. There were a few small areas affected by hail in 1923, but in other districts crop conditions were very favorable. This fortunate condition is reflected in the fact that not a single school remained closed during the latter half of the year. While all schools were not in continuous operation few were closed at any time."

(INSPECTOR M. E. LAZERTE, *Vegreville*.)

"Although the Government grant, previously paid to all rural districts in this Inspectorate, was reduced by fifty-five per cent, school boards in the majority of districts revised their estimate and effected plans whereby the period of operation was not seriously shortened. Many boards have experienced great difficulty in providing adequate periods of operation by reason of the conditions that are inevitable in homestead areas, while other boards have experienced as great difficulty in meeting conditions resulting from non-tax-paying subdivisions. In these districts where boards have found it impossible, due to special conditions, to meet operation expenses from local revenue, very necessary assistance was made possible by the provision of a substantial sum for special grants. Careful investigations were made in all districts for which special assistance was recommended. Such an arrangement, carefully applied, in place of the former special grant to all districts undoubtedly meets one of the great problems of this Inspectorate in an equitable and advantageous manner."

(INSPECTOR L. B. YULE, *Peace River*.)

"Notwithstanding the serious conditions referred to, one hundred schools operated for almost the entire year; sixteen others averaged from five to seven months. Only three schools did not operate at all during the year. With very few exceptions, the cause of the short periods of operation is lack of funds."

(INSPECTOR J. A. FIFE, *Edmonton.*)

"General operation of all schools in one form or another was slow in taking effect. Only 20% of all School districts operated schools in January. Approximately one third of the districts operated school before May 1st. The bulk of the rural schools opened during May, after the Normal Schools closed, and a good supply of teachers was available. By June 30th, 83% of all districts were operating schools in some form or other. Operation in this district reached the peak in October, when 83% of all schools possible of operation in the Oyen Inspectorate, including the Hanna addition, were in operation in one form or another.

"Incident to the heavy financial depression in the Oyen Inspectorate is the make-shift for operation, known as joint operation, the resulting school called by some Boards as 'Co-operative School'. At least two and as many as three and four rural districts united for the operation of one common school. These schools are roughly of two types: (1) a school operated alternately, first in one district and then in another of those in joint operation; (2) a school operated in a school building belonging to one of the districts co-operating, or in a temporary building placed on a site most central and convenient for all children who would attend from the different districts in joint operation. There were as many as 37 cases of operation under Section 208 in one form or another in the Oyen Inspectorate during 1923. This method had, of course, the effect of giving many children school facilities which they would otherwise not have had."

(INSPECTOR F. A. AYLESWORTH, *Oyen.*)

"Little difficulty was experienced by the Board of Trustees this year in securing qualified teachers. With very few exceptions all the schools operated for the entire year."

(INSPECTOR F. G. BUCHANAN, *Calgary.*)

"In fact, operation is one of the biggest and one of the most difficult problems we have to deal with in this Inspectorate. Fully two-thirds of the rural districts are quite unable to finance their schools for more than a few months each year. There are some districts which a few years ago were fairly well settled, which to-day are almost deserted. Lutz Grove, Holly Springs, Lakeland, Shining Bank Hill, and Big Eddy are striking examples of this. Others such as Fulham, North Derby, Yates, Pella, and Leaman are little better.

"Nine districts in this Inspectorate, the schools of which were in charge of University students, ceased operation when the University opened, and the students returned to their studies. At least seven districts out of the nine would have operated their schools for from six weeks to two months, or even in some cases three months, longer had their teachers remained. When a teacher leaves a school, as these do about the end of September, it is almost impossible to find another who will take charge and continue the school in operation for a few weeks longer. In order to safeguard the educational interests of the children in such districts, it would appear that in future it will be necessary to advise boards not to engage University students as teachers, unless the student so engaged will agree to continue in charge as long as it is desired to keep the school in operation."

(INSPECTOR J. H. HUTCHISON, *Onoway.*)

"Financial difficulties are a cause, but by no means the only cause, for the non-operation of schools. In some districts where the children to attend are few in numbers, where the distance from school is considerable, and the roads lonely, the parents are unwilling to take the risk of sending the children during the colder winter months, even if the school were in operation. Where operation has been tried in such districts in winter, attendance (if it has not fallen away entirely) has at least dropped so low as to make it in the opinion of the board not worth while attempting to keep the school open. I could, if necessary, name two dozen districts in this Inspectorate to which the foregoing observations apply."

(INSPECTOR J. H. HUTCHISON, *Onoway.*)

"The great majority of the school districts in the Inspectorate are in comparatively good financial condition, and have been operating yearly schools. There are, however, a few, mostly in the west, that have been able to operate only a few months. This has been due, largely, to the scattered nature of the settlements and the small amounts of land under cultivation. In a number of districts, the amount of land under actual cultivation does not exceed two to five hundred acres. Many of the settlers would be unable to live in these districts but for the small income derived from the sale of dairy products. Indeed, at the present time, it would appear that if a few of those poorer districts are to operate for any satisfactory length of time each year, a special grant will have to be given them."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"This year has been the most difficult I have experienced from the standpoint of the financing of school operation. This has been especially true of the fall term. While crop conditions had very much improved, yet there was no ready money available for the payment of teachers and most of the districts were fairly heavily in debt. Loans from the Government had been practically stopped, and the banks refused to give credit.

"For these reasons, districts that up to that time had never failed to operate were forced to close school until arrears had been paid. This led to more schools being closed during the fall than at any other time since I have been in this district.

"While the general prospect, due to the good crop, has much improved, the financial conditions of the majority of the schools is still not strong there will be urgent need of careful management for the coming year. The success of the enforcement of The Tax Recovery Act during the later part of 1923 augurs well for the future of school operation. Now that this Act has come into full operation and its success has been demonstrated, I expect to have a record year in this Inspectorate from the standpoint of school operation provided there is even a fair crop marketed."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"Practically the whole of this territory is organized into School Districts, most of these having been organized from ten to twenty years and being thereby free from any debenture debt. This is an exceptionally fine district, the residents being for the most part well established. The trustees are experienced and fully alive to their responsibilities, and during the fall term of 1923 some provision had been arranged for the education of every child of school age in the Inspectoral District. In this Inspectorate there are 129 Districts and 180 rooms or Departments. In five Districts on account of the small number of pupils the Trustee Boards arranged to co-operate with neighboring Districts, but in all other cases the District Schools were operated."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"The policy of the Government to restrict loans to school districts to an absolute minimum, and to encourage the joint operation of poor districts has worked out very successfully in this Inspectorate. Approximately twenty school districts have carried on joint operation with adjacent school districts, and secured educational advantages for the children within their boundaries at a greatly reduced cost to the ratepayers. The refusal to grant increased loans to School boards, far from affecting the closing of schools, has been the means of rousing boards to increase activity in tax collection and in reducing operating expenditures. In only one instance did the load of debt, the accumulation of years, prevent the operation of school for an entire year, where there were children of school age to attend."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

"During the year all schools within this Inspectorate, were in operation. One school was not reopened after the summer vacation because of financial difficulties. This school will operate with the advent of the new school term. The year 1922 gave school boards great concern in financing their schools, many closing the year with financial conditions such as to cause real alarm for operation in 1923. Conditions in 1923 have been very acute, and several districts find themselves practically reduced to the limit in securing further credit. Collections have not come in as readily as was expected following the bountiful harvest. In some cases, I fail to see how districts are justified in incurring any more expense, until prospects for collection of arrears of taxes

brighten. Several circumstances have intervened to cause this serious outlook."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"In the dry area of the Inspectorate there are practically eighty organized districts.

"Of the eighty districts, thirty-nine were in operation at least a portion of the year. Some of these schools were open two months; others four months; and still others from six months to a full year.

"Twenty-two districts, while not operating their own schools, entered into an agreement under the provision of section 208 of The School Act, for the education of their children in other districts.

"It will be noted here that nineteen of the eighty districts had no school. In ten of these districts there were no children; in two there was no school building; and in seven there were no funds, or the mother and children had moved to town while the father remained at home on the land.

"With regard to the matter of the payment of taxes for the operation of the schools or meeting the Government loans, the people still residing in some of these districts are so discouraged that there is little evidence of inclination to meet these obligations. This statement seems to be borne out by the small amount of taxes collected, as compared with the large amount of taxes overdue. Out of forty school districts in the Municipal Districts of Bulyea No. 215 and Berry Creek No. 214, twelve failed even to requisition the Municipal Secretary for the annual levy in 1923. Indeed in some districts there may be only one or two trustees carrying on the affairs of the district in a half-hearted manner."

(INSPECTOR J. F. BOYCE, *Bassano*.)

OFFICIAL TRUSTEESHIPS.

In some cases, owing to lack of interest in educational affairs or to financial difficulties, it is found necessary to appoint an official trustee to temporarily administer the affairs of a school district. This procedure is adopted in extreme cases, and only after a careful investigation of conditions has been made. During the last few years there has been a decrease in the number of official trusteeships. At present 90 school districts of the Province are so administered. Of this number, the greater proportion are held in the southern inspectorates.

"I was Official Trustee of only one district, Czahar No. 2322. I was fortunate in securing a capable secretary-treasurer, through whose efforts we were able to retire an old bank loan of over \$500, and an old teacher-salary account of \$300. This school has been in regular operation and the finances are now in good order."

(INSPECTOR M. E. LAZERTE, *Vegreville*.)

"I am Official Trustee of four schools. Three of these are in Hutterite Colonies, where the people are not naturalized and consequently cannot elect their own board of trustees. In these districts not much work is entailed, as there is a good secretary and the people are ready to do what is right. The attendance in these schools is excellent. The other school requires more attention."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"I might add that I looked after the administration of eight rural districts of which I was Official Trustee."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

"As official trustee, I administered the affairs of nine districts. In one I was able to hand over the business to an elected Board. Four are Hutterite Colonies that must be retained by the Department indefinitely. I am endeavoring to get the affairs of the other four districts in good condition, so that Boards may be elected to take charge some time during the year 1924."

(INSPECTOR J. MORGAN, *Macleod*.)

"Four districts have been administered during the year by myself as Official Trustee. These duties have entailed additional work and the expenditure of considerable time."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"During the year I acted as Official Trustee in eleven different districts and am still acting in that capacity in six of these districts."

(INSPECTOR J. F. BOYCE, *Bassano*.)

ORGANIZATION OF NEW DISTRICTS.

Owing to economic conditions, there were few new districts organized during the year 1923.

Difficulties in financing have increased the number of demands for re-adjustment of boundaries. The Boards of many districts where the assessable area is not large have made efforts to increase the amount of territory contributing funds to the school treasury. Requests of this character require the most careful investigation, in order that the interests of all districts and all parents affected may be properly safeguarded.

"No new districts were organized during the year, as nearly all the land is included in organized districts. Five districts did not operate their schools. One is a forsaken mining camp and four have reverted to ranching and the former residents have moved away. The school population in the mining towns in the Crow's Nest Pass has increased rapidly. Several additional teachers have been engaged, and still the rooms are overcrowded."

(INSPECTOR J. MORGAN, *Macleod*.)

"The number of districts comprised in the Camrose Inspectorate at present is 127, the total number of departments being 160. Little alteration was made in the boundaries of school districts. A new district, with Kelsey as a centre was formed from territory withdrawn from Melville, Schneiderville, and Montrose School Districts. The difficulties being experienced by school boards, in financing, have precluded the possibility of much change taking place in the areas of school districts as at present constituted."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"Little has been done during the year in the way of improvement or renovation of schools, or in the enlarging and improvement of school grounds. Trustees have avoided incurring expense, except such as is necessary to keep schools in operation. No new buildings have been erected during the year."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The building programme in this Inspectorate has been on a very moderate scale this year. Two single room schools have been completed, and four two-room schools have been built or are in process of being built. No teachers' residences have been erected this year."

(INSPECTOR J. A. FIFE, *Edmonton*.)

"No new schools were erected during the year, but Blairmore S.D. added two new rooms to an existing building. Both Blairmore and Coleman will have to build during 1924 to meet the rapidly increasing need for school accommodation."

(INSPECTOR J. MORGAN, *Macleod*.)

"Being a comparatively old settled district, the greater part of the land is organized into school districts which have built and are operating schools. Largely as a result of this, no districts were erected during the year and no school buildings built."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"No new districts were organized within the inspectorate last year; nor were any already organized disorganized.

"No building operations were undertaken, except in one district. In that one, the school has been burned down early in the year and had to be rebuilt."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"In this Inspectorate there will be but little call for the organization of new districts. A slow but steady process of depopulation is going on, except in the most favoured portions. Unless weather conditions change, there will be but little settling of the land by incoming immigrants. In a few cases there have been necessary changes in the boundaries of districts, to permit closer access to school or to admit isolated families to the school districts.

"In certain parts of the Inspectorate there has been so little crop since 1916 that the residents have been compelled to move out, leaving in several cases no children of school age in the district. It is to be feared that there are several cases of this kind where it will be found expedient to place the district under the provision of The Educational Tax Act."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"The Separate School district at Fort Vermilion was the only new organization during the year. In localities where the number of children warranted the formation of a school district very careful investigations were made to ascertain if a school could be operated with reasonable assurance of success. In several cases districts have not progressed beyond the organization stage. The boards of these districts were advised to erect a suitable log building by co-operative effort so that all available revenue could be utilized to meet operating expenses. In several districts conditions have so changed as to make a tendency toward disorganization desirable."

(INSPECTOR L. B. YULE, *Peace River*.)

"During the year it was necessary to handle the affairs of eight districts as official trustee. The situation in all of these districts was very bad. Seven of the districts are located at great distances from Peace River, and much additional work was entailed by the necessity of personally assuming the duties of secretary-treasurer for these districts. One district has been disorganized; the finances of three districts have been placed on a sound basis; the situation in two others has been only slightly improved, but it has been impossible to effect any improvement in the two remaining districts. In four districts it seems impossible to remedy the existing situation by local revenue."

(INSPECTOR L. B. YULE, *Peace River*.)

"As most of the Inspectorate that can be organized is already organized, only one new district was formed this year. Districts are in most cases supplied with school buildings, several of a temporary nature, which temporary schools are gradually being replaced by buildings built according to Departmental plan. In 1923, Lac Canard No. 4080, Sundelboro No. 4161, and Lac Bellevue No. 4089, were furnished with regulation frame buildings, while North Kotzman No. 3881 built a brick building to replace that lost by fire."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"Two new districts were erected in 1923. The narrow strip of unorganized territory lying on the right bank of the Clearwater River south-east of Rocky Mountain House has been organized with the name of the Clearwater River School District. Owing to the curve of the river, and the presence of muskegs, the district is awkward in shape and it will be necessary to locate the school off centre to some extent, but on the only road that runs through the district.

"The other is the Leslieville Village School District. This is the result of years of persistent demand on the part of the inhabitants of the hamlet, and it has been accomplished with a minimum of friction. A very suitable site has been obtained, and the intention is to build a thoroughly up-to-date school."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"A new first school was built in the Fabyan S.D. No. 4139 in 1923. It is a frame building of modern type, heated by furnace, and well equipped in every respect. It will open early in February."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"The Westlock Consolidated S.D. has added a fourth room to its plant. The settled areas, in so far as they represent groupings of population to warrant the establishment of a school district, are fairly well provided for, and no new units were erected during the year. The activities in this field centred in the stimulation of the newer organizations towards providing accommodation and the facilities for instruction. Allbush, Chornohora, Gouldsboro, and Vesta School Districts completed and equipped their school buildings. Willow Ridge will have its log school completed early in the new year. Flatbush, with fifteen ratepayers, has, with the co-operation of the residents, equipped a temporary class room with home-made desks and will procure a teacher after the first of the year.

"In the older settlements, the demands of operation as a first claim on the limited taxes to be realized prevented improvements to the existing accommodation. Westlock erected a modern one-room to one of the old buildings."

(INSPECTOR J. J. LEBLANC, *Westlock*.)



CONSOLIDATED SCHOOL No. 44
MANYBERRIES

CONSOLIDATION.

There has been no increase in the number of consolidated school districts, while it is generally conceded that very great difficulty has been experienced in the financing of such school units.

"The Consolidated School Districts are facing a situation that has already compelled two Boards to considerably decrease the educational services of their schools. Heavy debenture liability was assumed by the erection of new and modern school buildings. In a three-district consolidation the total reduction in grant was equivalent to the salary of a grade teacher for one year. In three Consolidated districts it became impossible for the Boards to meet both operation expenses and yearly debenture payments."

(INSPECTOR L. B. YULE, *Peace River*.)

"The consolidated rural school, or even those including a village, have suffered greatly during the past few years. While the expense in operation has been somewhat decreased as teachers' salaries and van-drivers' salaries lowered, yet it has been impossible to lower the taxes even to meet approximately the conditions the ratepayers were facing. Added to this, there has been a steady depopulation in some of the consolidated districts, leaving fewer ratepayers to meet the expenditures. In some instances the situation has been met by taking the vans off and arranging with individual families to bring the children to school. In others, ratepayers have driven the vans to pay their own taxes. As temporary measures these have had their advantages, but neither plan can eventually prove successful. In the case of the first it is obviously impossible in many instances, where the children are small and living far from school, to make arrangements with the parents to bring them to school. The people entered into consolidation on the understanding that conveyance would be provided, and it is violating the first principle of consolidation when the vans are removed. I am satisfied that in some districts this year the matter will have to be faced squarely and either replace the van conveyance or disorganize the district."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

CONVENTIONS AND INSTITUTES.

It has been customary in the past to encourage the small Institute meetings of teachers rather than the large Inspectoral Conventions. While opinion remained somewhat divided as to the relative merits of the two types of gatherings, it was necessary this year to relieve Inspectors of the greater amount of organization and direction necessary to the successful organization and conduct of these Institutes. Both types of meetings were conducted this year, the Inspector being allowed to choose whichever was best adapted to his particular Inspectorate with its peculiar conditions, number of railroads, and types of schools.

"A very successful convention of the teachers of the Onoway, Westlock, and Edmonton Rural Inspectorates was held in Edmonton on the two last school days of December. It was well attended, and the programme was a helpful one to the teachers."

(INSPECTOR J. A. FIFE, *Edmonton.*)

"About 90 teachers attended the convention held in Calgary on October 18th and 19th. The teachers themselves were responsible for most of the discussions. The following topics were discussed: Primary Reading, Intermediate Arithmetic, etc."

(INSPECTOR F. G. BUCHANAN, *Calgary.*)

"Teachers' conventions were held at Provost and Coronation in October, and were pretty well attended and were interesting and helpful. The work of these gatherings was practically all done by the teachers themselves."

(INSPECTOR J. C. BUTCHART, *Coronation.*)

"Two institutes were held at Vulcan, and a number of teachers in the Claresholm District attended the convention held at Macleod. The number of teachers attending each of the meetings at Vulcan was limited to twenty-five, and in each case the teachers present passed resolutions favoring this type of meeting in preference to the larger Conventions."

(INSPECTOR J. A. MACGREGOR, *High River.*)

"Due to the large and scattered nature of the Inspectorate, it was found to be impossible to organize advantageously under the system of one-day institutes meetings. It was, therefore, decided to attend the joint convention with the teachers of the Edmonton (rural) and Onoway Inspectorates held in Edmonton on December 20th and 21st. The attendance was good and the sessions were well attended."

(INSPECTOR J. J. LEBLANC, *Westlock.*)

"The Convention was held at Fort Saskatchewan; and about 90 teachers were present. The aim of the Executive was to present a programme that would help the teacher in the actual work of her class room."

(INSPECTOR G. S. LORD, *Lamont.*)

"In November a two-day convention was held in the Grande Prairie school. Fifty-two teachers were enrolled. This attendance was very gratifying in view of the difficulty of transportation. Appreciation of the practical and helpful nature of the papers and discussions was expressed by the teachers."

(INSPECTOR L. B. YULE, *Peace River.*)

"During the fall a two days' convention of the teachers of both rural and urban schools was held in Medicine Hat."

(INSPECTOR F. S. CARR, *Medicine Hat.*)

SCHOOL FAIRS.

Under the encouragement being given by the Department of Agriculture the School Fairs are increasing in number and importance. If they are to reflect and encourage improved school work, more emphasis must be put on the continuous work of the year and not on exhibits prepared a few weeks before the fair. The Inspectors are agreed that the influence of the Fair is good and they are giving every assistance in judging at the fairs and in encouraging participation on the part of all districts near school fair centres.

"In the month of September very successful school fairs were held at Hus-sar, Standard, Gleichen, Bassano, Brooks, and Milo. The exhibits in both school work and garden products were numerous, the attendance of children and adults was large, and the general interest shown by all contributed to render the Fairs a splendid success."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"School Fairs were held in five centres. Cochrane, Kathryn, Airdrie, Strathmore, and DeWinton. The attendance was especially good at Airdrie and Strathmore. The list of exhibits in all the fairs followed closely the one suggested in the bulletin issued by the Department of Agriculture. The exhibits of vegetables and livestock were uniformly good. At two of the fairs the exhibits of school work were somewhat meagre, due partly to the early days of the fairs and a change of teachers in the schools."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"I am firmly convinced that the work of the School Fair is most beneficial from an educational viewpoint and I would like to see every District in this Inspectorate included in the organization of some School Fair unit. As I see it, however, it is unfortunate that the preparation of pupils' specimens of school work is crowded into the two or three weeks immediately preceding the Fair."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"Great interest was manifested this year, as in previous years, in the school fairs held under the direction of the Department of Agriculture, in conjunction with the Department of Education. Very successful fairs were held at Round Hill, Bawlf, New Norway, Battle Bend, Alliance, Killam, Strome, and Camrose. The display of garden products and stock, by the pupils of the several districts competing at these centres, was very creditable, and in many instances excellent. The School work display, this year, surpassed in excellence of quality and workmanship exhibits I have examined in previous years. Great interest and enthusiasm on the part of school boards, ratepayers, and children of schools, entering into competition, were everywhere manifested. The school fair not only provides interesting and practical projects in school work, gardening, and care of stock, but it serves to link up the homes and the school in a pleasing friendly relationship."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"School Fairs were held in five centres. I attended each, and was responsible for the judging of the school work. In all of these centres the attendance and the number of exhibits was far below that recorded for the previous year—in some cases dropping to 50%. Unless new life can be introduced into these fairs they will soon pass out of existence. A large number of teachers leave their schools in June. These make very little preparation for the School Fair, apart from the distribution of seeds in the spring. The teachers who take their places in September have not sufficient time to do work that is helpful for Fair purposes."

(INSPECTOR J. MORGAN, *Macleod*.)

"School Fairs were held in conjunction with the Agricultural Associations at Waterhole and Berwyn. The quality and variety of exhibits reflected much credit, on the interest and industry of both pupils and teachers. It is obvious that school fairs contribute much to the general interest in school work."

(INSPECTOR L. B. YULE, *Peace River*.)



FIELD DAY, WAINWRIGHT SCHOOLS

"School Fairs were held in Red Deer, Clive, Lacombe, and Sylvan Lake, and were very successful. In Red Deer and Sylvan Lake Fairs the school work was the result of the Spring Term's work having been in the hands of the fair secretary before the end of the term, and the results warranted the experiment. I would urge that this be made compulsory. There is another reason for this; the Inspector's work is now heavy, and his being held responsible for judging this branch of school fair work interferes with his itinerary; but when this work is in the hands of the secretary he can arrange to judge it before the rush of September work in the field begins."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"During the late summer and fall school Fairs were held at Dog Pound, Carstairs, Didsbury, Olds, Sundre, Innisfail and Marketville. At these the local School Inspector was responsible for the judging of the school work in various subjects of the Course of Study. The exhibits at these Fairs were numerous and of a good quality which reflected credit upon teachers and pupils who were directly responsible for their production."

(INSPECTOR R. H. LIGGETT, *Olds*.)

All members of the school inspection staff are university graduates. All possess high professional qualifications, and all have had successful and extended teaching experience in the schools of this province. In addition to broad academic and professional training, backed by successful teaching experience, the inspectors possess those personal qualities which fit them for the various types of public service which have come to be associated with the work of school inspection.

It is the chief business of the inspector of schools to co-operate with school officials, teachers, parents, and ratepayers, so as to bring to each child in the Province the advantages of the best type of education which it is possible to provide under the conditions which obtain, and to work consistently for such adjustments as will make for steady advancement along these lines. Because of their close knowledge of conditions, inspectors are in a position to advise the Department as to necessary modifications in the law and in the regulations to meet effectively the needs arising out of new and changing conditions. Upon the inspector rests the further responsibility of bringing into expression in his field the policy of the Department as set forth in the school law and in the regulations.

The whole-hearted service that the staff has always given in the performance of these various duties has won for them the confidence of your Department and the respect and appreciation of the general public whom they serve.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,
Chief Inspector of Schools.

REPORT OF CHIEF ATTENDANCE OFFICER

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your attention the following report dealing with the enforcement of The School Attendance Act during the year 1923.

In the enforcement of The School Attendance Act during the year 1923, there were 2,442 preliminary letters addressed to parents. As a result of these letters, it was found that in 1,686 cases the children returned to school within ten days, while the reports indicated that in 105 cases the absence of the children was excusable on account of illness of children; in 119 cases the children had removed from the school districts without the knowledge of the teacher; in 31 cases children were excusable on account of being over or under the compulsory school attendance age; in 44 cases the school closed before a report could be received from the teacher; in 18 cases certificates of exemption were granted for work in accordance with sub-section 2 of Section 6 of The School Attendance Act, thus excusing the children from attendance within the ten days following the preliminary letter. The reports further indicated that further attention was required in 431 cases, while in 8 cases no reports were received at all from the teacher following the preliminary letters.

During the year it became necessary to issue to parents a total of 2,157 final Warning Notices. Of these, 1,803 were issued on preliminary letters sent to parents before the beginning of 1923, and 354 to parents who had during previous years been served with Warning Notices. In 1,545 cases the children returned within the stipulated time provided for in the Warning Notice, while at the end of that time the teachers reported in 81 cases that the children were unable to comply with the Warning Notice because of illness; in 83 cases the children had removed from the school district, while in 38 cases the children had reached the maximum age provided for in The School Attendance Act; in 36 cases the school was closed, thereby excusing the child from complying with the law; and in 23 cases certificates of exemption for work in accordance with sub-section 2 of Section 6 of The School Attendance Act had been granted, thus legalizing the detention of the child on account of whose irregular attendance Warning Notice had been issued; at the end of the year 351 cases required further attention, which they will receive during the year 1924.

The total number of cases referred to Inspectors during the year 1923 was 568, and reports received from the Inspectors following these notices showed that prior to the Inspectors' investigations 144 had returned to school and 25 had removed from the districts; in 29 cases the Inspector found that poverty was the cause of inability to comply with the provisions of The School Attendance Act, that in 28 cases the cause was sickness, and in 10 cases the children

had become fifteen years of age and were accordingly excusable. In 40 cases information had been laid by Inspectors, but action could not be taken before the close of the year 1923; while in 215 cases it was impossible for Inspectors to make investigations owing to other calls upon their time.

During the year the number of prosecutions instituted by Inspectors was 77. Of these cases 3 were dismissed on account of poverty, while fines were imposed in 73 cases, and in one case the parent was given ten days' imprisonment; in 8 cases, besides paying the costs of the Court, the parents were placed under bond to comply with the provisions of The School Attendance Act for one year.

As in former years, the enforcement of The School Attendance Act in cities and towns was carried on by local Attendance Officers, and the reports received from these officials indicate that during the year Warning Notices to the number of 823 were served, which were effective in the great majority of cases. It was necessary, however, to institute Court procedure in 79 cases, in which 76 convictions were secured. The total number of work certificates granted in towns and cities of the Province during the year was 126, which number represents less than one-third of the number of work certificates granted during the previous year. The percentage of attendance during the year 1923 in these schools indicates that the provisions of The School Attendance Act have been satisfactorily complied with, with the few exceptions above indicated.

I wish to make a few observations with respect to conclusions derived from a study of the tables in the General Statistics with respect to attendance during the year ended June 30th, 1923.

By referring to Table No. 22 it is noted that there is shown an increase in the average number of days attended by pupils, during the year 1922-23, compared with the previous year, although the average length of the school year was slightly less than in the year 1921-22, thus showing that the habit of regular attendance is being developed.

By Table No. 1 it is shown that there is an increase in the percentage of enrollment of children in the secondary grades of the schools of this Province. From this it would seem that the enforcement of the Attendance Act encourages the habit of attendance, so that children who are permitted to attend as required by The School Attendance Act, up to the age of fifteen, are encouraged to continue their education beyond that period into the secondary schools of the Province. This is in contrast with what had been true in the past, when the habit of regular attendance had not been developed. Under the present conditions, children who are allowed to develop their education normally, are encouraged by the progress which they make, and when they have completed Grade VIII in the public school, are desirous of continuing their education into the secondary schools.

Table No. 4 shows that 10,809 pupils (or 7.29% of the enrollment of the schools of the Province) were over fifteen years of age, while Table No. 9 shows during the year 1923 the greatest percentage of

pupils in Grade VIII that has ever been recorded in this Province, from which it would seem that by the enforcement of The School Attendance Act, the habit of regular attendance is being inculcated in the lives of the children of this Province, with the result that to a greater extent each year the elementary grades are being completed by the pupils before they cease to attend school.

For the year 1923, the general statistics in Table No. 11 show that the average monthly percentage of attendance for the entire year of twelve months was 86, in spite of the low percentage which was maintained during the months of July and August. During these two months, the majority of the schools, operating for a short period only, were in operation, and such schools as a rule maintain a low percentage of attendance. This of course reduced the average for the twelve months of the year. At the same time, it should be pointed out that schools which operate for a longer period each year maintain a higher percentage of attendance, because of the habit of attendance which is formed by the longer operation.

It would seem, therefore, from a study of the statistics provided in the Annual Report for 1923, that the work of the Attendance Branch of the Department is bearing fruit in the increase in the average attendance maintained per pupil, as well as in the percentage of attendance maintained by the individual school district, and that the habit of regular attendance which is inculcated, by the enforcement of the law, is having its influence by raising the standard of education in the rural as well as the urban schools of the Province.

I have the honour to be, Sir,

Your obedient servant,

D. C. McEACHERN,
Chief Attendance Officer.

REPORT OF SCHOOL LIBRARIES AND FREE READERS BRANCH

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1923.

The New Public School Curriculum, which came into operation during the fall term of the year 1922, has created an enormous demand for books from this Branch. We have been carrying in stock the complete list of these books, and they have been the predominating feature of all library grants. It has been a blessing to the School Districts that this grant for library purposes existed, as it would otherwise have been impossible for the average district to provide this most essential material for aiding the various studies.

With reference to the lower grades in the public schools, the primers, having been chosen by a specialist in this work, and listed for supplementary reading, are proving a splendid selection. Little folks love action and fun, and a number of these dramatic readers are in constant demand. Literature bearing on child-life in other countries is a particular favourite; and of this class of reading we are able to supply all demands.

People at all times have delighted in ascribing human action and conversation to animals, and in weaving legends and fairy tales about every conceivable subject. Of this class, W. J. Long's "School of the Woods," Ernest Thompson Seton's "Animal Stories," the "Fairy Stories of Andrew Lang," "The Ugly Duckling" of Anderson, etc., play an important part in the books furnished for the lower grades.

For the higher grades in our public schools, the authorized list contains a splendid selection of books on such subjects as Biography, Botany, British, Canadian and World History, Industry, Travel, Fiction, Manual Training, Music, Art, Science, etc. Our stock today covers over fifty various classes of literature dealing with these subjects.

The subjects of Nature Study and Agriculture for the higher grades receive considerable attention. We have over forty titles covering the branches of Nature Study, our aim being to provide interesting as well as instructive information on the many classes into which these subjects are divided. There has been a very noticeable demand for books on Agriculture. We have been able to furnish all material referred to in the various bulletins; and, in addition, have had in stock an excellent selection of books on types and breeds of farm animals, poultry keeping, gardening, soils and plant life.

With respect to poetry, "The Canadian Poetry Book," a book of modern verse chosen and adapted by Miss D. J. Dickie of the Calgary Normal School Staff, is in enormous demand.

The subject of Hygiene is receiving particular attention in our schools today. Every effort has been made to supply useful and instructive literature along this line. Such books as "Hygiene of the School Room," "Hygiene of the School Child," "Health and Cleanliness," "Health Habits," etc., and a book on First Aid entitled "Emergencies," have been carefully selected to meet this demand.

The story of the development of Canada is of absorbing interest. Our works of travel and exploration give us a view of the beauty, and a vision of the vastness of wealth of our heritage. Books on these subjects by Canadian Authors, such as Morden Long, R. G. McBeth, Agnes Laut, H. E. Marshall, Beckles Wilson, and others, are found in abundance in our stock, and they particularly assist in the teaching of Canadian History and Geography.

During the past years the subject of Art received but little attention due to the teachers' experiencing great difficulty in obtaining the necessary pictures for study. We have been carrying in stock all pictures prescribed in the course on Art, covering the work of Grades I to X, inclusive. The past year has been a record year in this section of our Department, over six thousand sets of these pictures having been supplied to pupils and teachers. The subject has been made one of absorbing interest to the students by the Department furnishing leaflets descriptive of the pictures studied, also the reference books called for in the bulletin on Art.

Material for testing the intellectual ability of pupils is also furnished by this Department. These tests, such as the Courtis Standard Research Tests in Arithmetic, Munroe Silent Reading Tests, Munroe Standardized Reasoning Tests in Arithmetic and the Ayer's Handwriting Scales, have been selected from a large group of tests after a try-out and a careful analysis by an examining staff. They are simple in application, reliable, and immediately useful for classifying children in Grades III to VIII, and are becoming very popular among teachers, every mail bringing requests for various tests. The demand for these tests, of which we keep a complete stock, has far exceeded our expectations.

This Branch has given considerable service to teachers conducting night school classes in the New Canadian Settlements, by placing in stock such books as "Handbook for New Canadians," by Fitzpatrick, "English for Coming Citizens," by Goldberger and "Spelling and Language Lessons for Beginners," by Sissler, etc.

It is the aim of this Department to be able to supply upon immediate demand any book referred to in either of the bulletins or courses of study issued by the Department, and this we have been able to accomplish during the past year, which has proven of immense value to members of the profession.

During Easter week the annual teachers' convention was held in the City of Edmonton, there being in attendance over fifteen

hundred teachers from all over the Province. The convention was held in the First Presbyterian Church, and the occasion was taken advantage of by having on display in the lecture room of the church a copy of each of the one thousand volumes that make up the authorized list of books for school and reference libraries. The sessions lasted for three days, and at every meeting one of the speakers made reference to the Department's having made this arrangement, so that no teacher attending the convention should have any excuse for not taking advantage of the opportunity to examine the books prescribed on any subject referred to in the New Curriculum.

The Mail Order Department, which was put into operation four years ago to assist the profession in procuring special material, is proving an excellent service to the teachers. During the past year the increase in business has been over fifty per cent. on the former year's output. The first year this department was instituted, the small sum of four hundred dollars represented the amount of business done. Owing to publicity and good service the past year's business, direct with teachers, was \$10,917.33, this representing special books desired by the profession. This is a gratifying increase and shows considerable development, but it is only in its infancy.

During the past year we received from various publishers a large number of recent publications for examination, such books as, in the publishers' opinion, were worthy of consideration for the use of our school libraries. These sample books were classified, distributed among our various Normal School Specialists and Inspectors to be examined, with a view to having the best of material placed on our authorized list of books. These books have been returned by these various specialists, and a new catalogue is in course of preparation, based upon the reports on these recent publications. In this way we are able to get the cream of the book-world to supply our school libraries.

Purchases made by the Department are direct from the publishers; and, as we can buy in large quantities, we therefore receive special discounts. The School Districts, therefore, have material supplied to them at a price that they themselves could not obtain in the open market. This Department has accounts with all the leading publishers in Canada, Great Britain, and the United States, and purchases have been made during the past year from over one hundred publishing houses, which is a clear indication of the variety of our stock. Books are imported duty free, being for library purposes.

The initial library grant of fifteen dollars, which is paid to a district as soon as it commences to operate, has been received by forty school districts during the past year. Books supplied in lieu of this grant form the nucleus of a school library, and after this it is astonishing how eager the districts are to get the additional library grants which follow.

During the past year we have paid 2,993 library grants in the form of books to school districts, the value being \$41,386.67. The number of volumes contained in this distribution was 52,052 (not taking into consideration various bulletins and reports, which are circulated free of cost to a district). There are in existence in this

Province 3,073 school libraries, and since the inception of this school library system 825,001 volumes of books and thousands of patriotic publications and Government Bulletins have been distributed among them.

It is very gratifying to be able to report that on file in this Department are numerous letters of appreciation from teachers and secretaries of school boards testifying to the popularity of our school libraries.

The sum of \$52,304.00 is the value of the business transacted during the past year exclusively in library and reference books.

Regarding the distribution of Free Readers, it was decided to introduce into the rural schools only, commencing with the fall term of the past year, the newly authorized Canadian Readers. Books of the Alexandra Series remained the authorized readers for urban districts, the Department having a number on hand wished that the full measure of value should be obtained on the previous year's expenditure. Commencing with the fall term of the year 1924 all public schools in the Province will be using the newly authorized readers, which are giving great satisfaction.

The distribution of Free Readers during the past year is indicated as follows:

ALEXANDRA READERS.

Phonic Primers	Primers	Alex. 1st Reader	Second Reader	Third Reader	Fourth Reader	Agri-culture
7,926	12,406	11,685	11,985	10,812	7,986	3,352

CANADIAN READERS.

Book I	Book II	Book III	Book IV	Book V
9,276	6,815	6,856	8,114	7,877

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,
Manager, School Libraries and Free Readers Branch.

REPORT OF DEBENTURE BRANCH

THE HONOURABLE PERREN BAKER,
Minister of Education,
 EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Debenture Branch for the year 1923.

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1923.

Authorized by Board of Public Utility Commissioners, 66 issues	\$572,385
Registered by Department of Education, 70 issues	\$583,575
Registered in 1922 but paid by purchasers in 1923	11,000
Total amount of Debentures taken delivery of by purchasers during 1923	\$594,575

BOND SALES

SOID THROUGH DEBENTURE BRANCH:

0.757% of total number of issues sold were disposed of through the Debenture Branch.

1 Consolidated issue	\$ 8,000
9 Village issues	54,450
43 Rural issues	71,375
53 Issues	\$133,825
Plus 1 Rural issue of \$1,000 sold in 1922 but proceeds not available until 1923	\$ 1,000 \$134,825

SOID DIRECT BY SCHOOL DISTRICTS:

0.243% of total number of issues sold were disposed of direct by the School Districts.

5 City issues	\$399,500
1 Town issue	10,000
5 Village issues	30,400
6 Rural issues	9,850
17 Issues	\$449,750
Plus 1 Village issue of \$10,000 sold in 1922 but proceeds not available until 1923	\$ 10,000
	\$459,750

\$594,575

TOTAL OF 1923 SALES

5 City issues	\$399,500
1 Town issue	10,000
1 Consolidated issue	8,000
14 Village issues	84,850
49 Rural issues	81,225
70 issues	\$583,575
Plus 1 Rural issue of \$1,000 and 1 Village issue of \$10,000 sold in 1922 but proceeds not available until 1923	\$ 11,000
	\$594,575

AVERAGE BASIS ON WHICH DEBENTURES WERE SOLD

1 Town issue	7.000%
1 Consolidated issue	7.000%
14 Village issues	7.221%
49 Rural issues	7.346%
All issues	7.141%

NUMBER OF CONTRACTS FOR ERECTION OF RURAL, VILLAGE AND
TOWN SCHOOL BUILDINGS APPROVED BY DEBENTURE
BRANCH, DEPARTMENT OF EDUCATION, 1923

ONE-ROOM SCHOOLS
DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils).....	4	\$5,700	\$1,425.00
A-2 (23 pupils).....	2	4,040	2,020.00*
A-2A (23 pupils).....	1	1,150	1,150.00
A-3 (24 pupils).....	1	1,350	1,350.00
A-4A (23 pupils).....	1	2,535	2,535.00
A-6A (39 pupils).....	4	7,902	1,975.50
A-8 (39 pupils).....	1	1,800	1,800.00
A-13 (29 pupils).....	2	3,761	1,880.50
A-13A (29 pupils).....	1	2,300	2,300.00
A-13B (29 pupils).....	1	2,757	2,757.00
A-14 (29 pupils).....	2	4,645	2,322.50*
A-15 (30 pupils).....	2	3,442	1,721.00
Special plan.....	4	6,525	1,631.00

*With basement.

One building, Plan A-2.....	\$2,440.00
One building, Plan A-14.....	3,170.00

TWO-ROOM SCHOOLS
DEPARTMENTAL PLANS.

Plans	No. of Bldgs.	Total Cost	Average Cost
B-2 (80 pupils).....	1	\$ 2,835.00	\$2,835.00
B-2A (80 pupils).....	2	14,189.00	7,094.50
B-3B (80 pupils).....	1	7,595.95	7,595.95
Special plans, two-room frame, two tem- porary rooms in basement.....	1	7,099.00	7,099.00
Two-room frame.....	1	2,648.00	2,648.00

LARGER SCHOOLS
SPECIAL PLANS.

Plans	No. of Bldgs.	Total Cost	Average Cost
One 4-6 room school, brick and tile with stone facings.....	1	\$37,689.00	\$37,689.00

SCHOOLS DESTROYED BY FIRE

Genessee No. 3343.
Mann Lake No. 3665.

Little Gem No. 2551.
McMurray No. 2833.

SPECIAL CASES.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-2 (23 pupils).....	2	\$2,010	\$1,005.00
A-3 (24 pupils).....	1	897	897.00
A-4 (23 pupils).....	1	750	750.00
A-13A (29 pupils).....	2	1,937	968.50
A-15 (30 pupils).....	2	1,200	600.00
Special plan	2	1,203	601.50

In most cases labor or material supplied by the School District.

TEMPORARY BUILDINGS.

Plan	No. of Bldgs.	Total Cost	Average Cost
Special plan.....	3	\$1,303.50	\$636.16

Principally voluntary labor.

LOG BUILDINGS.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-6 (39 pupils).....	2	\$2,200	\$1,100.00
A-16 (20 pupils).....	1	525	525.00
Special plan.....	2	929	464.00

In most cases buildings erected by voluntary labor.

ADDITIONS AND ALTERATIONS.

Plan	No. of Bldgs.	Total Cost	Average Cost
One Room	4	\$6,795	\$1,698.75
One room additional with basement.	1	3,275	3,275.00
One room additional and repairs.	1	3,360	3,360.00
Cleak room additional.....	1	287	287.00

IMPROVEMENTS AND REPAIRS.

Plan	No. of Bldgs.	Total Cost	Average Cost
Districts issuing debentures for purpose of improving and repairing school premises	6	\$3,420.00	..

DEPARTMENT OF EDUCATION

BUILDINGS PURCHASED.

Plan	No. of Bldgs.	Total Cost	Average Cost
Buildings purchased and remodelled for school purposes	2	\$1,425.00	..

SUMMARY

NEW SCHOOL BUILDINGS.

One-Room Schools	44
Two-Room Schools	6
Additions.	7
Larger Schools	1
	58
Buildings purchased and remodelled	2
Buildings destroyed by fire	4
Improvements and repairs	6

Certified correct,

A. SCOFFIELD,
Manager, Debenture Branch.

REPORT OF PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the Third Annual Report of the Provincial Institute of Technology and Art, Calgary, for the year 1923.

The instruction given at this Institution continues to be of a vocational character and there has been very little change in the subjects taught or in the course of study during the past year.

Courses in which instruction was given during 1923 were as follows:

Day Courses	Length of Course
Industrial Mechanical Engineering (For Steam Engineers)	2 school years of 8 months
Industrial Electrical Engineering	2 school years of 8 months
Industrial Automobile (Motor Mechanics)	2 school years of 8 months
Tractor Engineering	2 school years of 8 months
Tractor Engineering	2 school years of 5 months
Battery and Ignition	8 months
Architectural Drafting	3 school years of 5 months
Mechanical Drafting	3 school years of 5 months
Survey Drafting	3 school years of 5 months
Dressmaking and Millinery	2 school years of 8 months
Special Tractor Courses	5 weeks
Special Mining Course	5 weeks

Evening Courses	Length of Course
Steam Engineering	18 weeks
Electrical Engineering	18 weeks
Motor Mechanics	18 weeks
Battery and Ignition	18 weeks
Industrial Chemistry	18 weeks
Drafting, General	20 weeks
Drafting, Mechanical	20 weeks
Drafting, Architectural	20 weeks
Machine Shop Practice	20 weeks
Telegraphy	20 weeks
Chartered Accountancy	
Science for Nurses	12 weeks

DEPARTMENT OF EDUCATION
CORRESPONDENCE COURSES

Correspondence Courses	Class	Length of Course
Mining Engineering.....	{ 1st Class 2nd Class 3rd Class	16 months 16 months 7 months
Steam Engineering.....	{ 1st Class 2nd Class 3rd Class	13 months 13 months 13 months

ENROLMENT FOR SCHOOL YEAR 1922-23

Course	Day	Evening	Corre- spondence	Total
Armature Winding.....		16	..	16
Battery and Ignition.....	27	22	..	49
Chartered Accountancy.....	..	15	..	15
Drafting.....	32	34	..	66
Dressmaking and Millinery.....	21	..	..	21
Electrical Engineering.....	71	27	..	98
Industrial Chemistry.....	..	11	..	11
Machine Shop.....	..	41	..	41
Mathematics.....	..	14	..	14
Mining.....	11	..	176	187
Motor Mechanics.....	60	36	..	96
Steam Engineering.....	27	21	216	264
Telegraphy.....	..	32	..	32
Tractor Engineering.....	57	..	..	57
Totals.....	306	269	392	967

ENROLMENT FOR 1st TERM, 1923-24

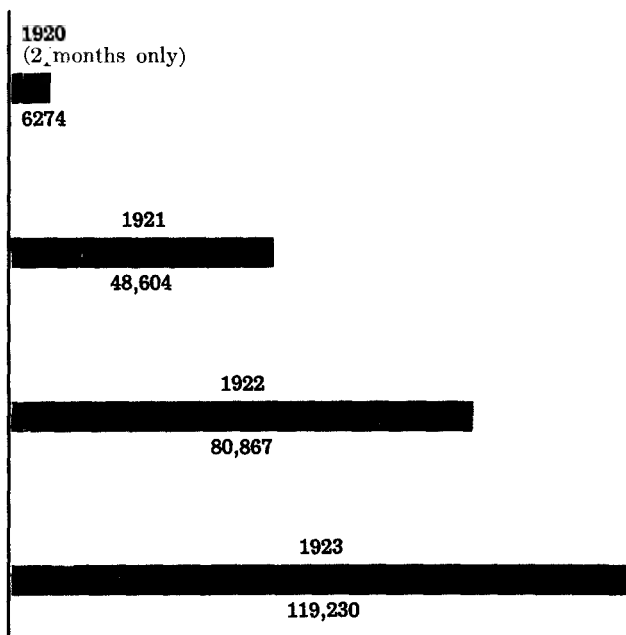
Course	Day	Evening	Corre- spondence	Total
Battery and Ignition.....	19	22	..	39
Chemistry.....	..	34	..	34
Drafting.....	8	19	..	27
Dressmaking and Millinery.....	22	..	..	22
Electrical.....	88	25	..	113
Machine Shop.....	..	25	..	25
Mining.....	..	..	109	109
Motor Mechanics.....	61	21	..	82
Steam Engineering.....	21	21	149	191
Telegraphy.....	..	19	..	19
Tractor.....	19	..	..	19
Totals.....	236	186	258	680

ATTENDANCE

The increase in Day attendance each year is shown graphically below and is also shown by our Day attendance summaries for Ottawa.

Year 1922..... 80,867 Student hours
 Year 1923..... 119,230 Student hours

DAY STUDENT HOURS



Further it has been found necessary to refuse admission (owing to lack of shop space) to students in all courses except Tractor and Drafting, and it is expected that by January 8th, when the Special Tractor classes start again, that the tractor shop will be filled to capacity.

STUDENTS

The students this year are a little younger, but their academic standing is about the same as last year.

Average Age.....19.6 years
 Academic Standing..... 8.61
 From Calgary (including transients)....38%
 From other points.....62%

NATIONALITY OF DAY STUDENTS: Canadian, 69; British, 20; American, 4; Foreign, 7.

DISCIPLINE

The behaviour of the students has been good, and the organization of a joint council composed of representatives of the Normal and Technical School Students' Associations has been of considerable assistance in the maintenance of discipline and also in the promotion of a better spirit between the two student bodies.

STAFF

The members of the Institute staff have again shown their interest in the work of this Institution by working harmoniously through many trying situations caused by a fluctuating student body and a lack of equipment.

During the summer Mr. Pearson attended Leland Stanford University, and completed the study necessary for his baccalaureate degree.

Mr. Hedley spent some time in Eastern Canada, inspecting the plants where work is carried on of an allied nature to that of his department in the Institute.

Mr. Wagner took a course of three months at the Ford Factory.

Mr. Ross attended the Summer Session of the University of Minnesota.

RECOMMENDATIONS

The following recommendations are submitted for your consideration.

That an instructor in Mathematics be appointed, his appointment to date from September 1st, 1924. At the present time we have five persons doing this work, which, in addition to interfering with their work, is not productive of the best results.

That provision be made each year during the vacation period to release some members of the staff from special duties so that they may be enabled to re-enter industry and acquire first hand knowledge of the latest developments.

I have the honour to be, Sir,

Your obedient servant,

JOE H. ROSS,
Acting Principal.

GENERAL STATISTICS
Academic Year Ending June 30th, 1923.

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1922	Per cent of enrolment	No. of Pupils June 30, 1923	Per cent of enrolment
I.....	32,597	22.81	30,899	20.87
II.....	18,150	12.70	18,424	12.44
III.....	18,890	13.22	19,617	13.25
IV.....	16,733	11.71	17,717	11.96
V.....	13,631	9.54	14,791	9.99
VI.....	12,507	8.75	12,998	8.76
VII.....	9,843	6.89	10,637	7.20
VIII.....	9,789	6.85	10,700	7.24
IX.....	5,101	3.57	5,601	3.79
X.....	3,101	2.17	3,719	2.52
XI.....	1,998	1.40	2,225	1.50
XII.....	562	.39	717	.48
Totals.....	142,902	100.	148,045	100.

Per cent. of enrolment in Secondary Grades was 7.53 in 1922 and 8.29 in 1923, whereas there is a noticeable decrease in Grade I in 1923. Private school pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT

Of Attendance and Classification of Pupils in Graded and Ungraded Schools

	Graded Schools	Ungraded Schools
Number of Pupils enrolled.....	80,315	67,730
Aggregate days' attendance of Pupils.....	11,757,291.5	7,695,266.5
Daily average attendance of Pupils.....	61,253.16	44,110.73
Percentage of attendance of total enrolment .	76.26	65.12
Average No. of days attended per Pupil.....	150.59	113.62
Average length of school year.....	191.94	174.45
Classification: Grade I.....	13,595	17,304
Grade II.....	10,276	8,148
Grade III.....	10,343	9,274
Grade IV.....	9,041	8,676
Grade V.....	7,782	7,009
Grade VI.....	6,785	6,213
Grade VII.....	5,829	4,808
Grade VIII.....	5,745	4,955
Grade IX.....	4,591	1,010
Grade X.....	3,431	288
Grade XI.....	2,180	45
Grade XII.....	717	..
Total attendance.....	80,315	67,730

Even with a larger enrolment and a longer average school year, the Graded schools show a better attendance of pupils than the ungraded schools. Graded school pupils lost about a fifth of their time from school, while ungraded school pupils lost over a third of their time. Ungraded schools are one-room schools, and are for the most part Rural.

DEPARTMENT OF EDUCATION

TABLE 3.
AVERAGE AGE OF PUPILS

Grade I.....	7.3
Grade II.....	8.5
Grade III.....	9.4
Grade IV.....	10.6
Grade V.....	11.3
Grade VI.....	12.5
Grade VII.....	13.3
Grade VIII.....	14.4
Grade IX.....	15.2
Grade X.....	16.2
Grade XI.....	17.1
Grade XII.....	18.4

TABLE 4.

Age	Total No. of Pupils	Percentage of enrol- ment
5 years and under.....	873	.59
6 years.....	8,885	6.00
7 years.....	15,387	10.39
8 years.....	17,418	11.78
9 years.....	16,697	11.28
10 years.....	15,251	10.30
11 years.....	14,534	9.82
12 years.....	13,728	9.27
13 years.....	13,222	8.93
14 years.....	11,723	7.92
15 years.....	9,518	6.43
16 years.....	5,498	3.71
17 years.....	2,807	1.89
18 years.....	1,404	.95
19 years.....	588	.39
20 years.....	281	.19
21 years.....	231	.16
Total.....	148,045	100.

It is not compulsory in Alberta for pupils over 15 years of age to attend school, but 7.29 per cent of enrolled pupils were over 15 years of age.

TABLE 5—DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
School Year Ended June 30, 1923.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Kindergarten	Boys Girls	120 128	536 521	352 343	180 146	74 60	25 26	15 18	9	1 7	7 45	3 30	13 5	3	4	1	1		1312 1261
Grade I	Boys Girls	327 293	3887 3613	5377 4879	3041 2407	1297 1072	471 562	231 273	142 117	91 73	44 44	21 21	5 13	3	3				14961 13365
Grade II	Boys Girls	2 2	144 172	1806 1968	1025 917	2022 1833	430 414	235 202	235 202	156 113	66 54	43 17	13 6	3	3	1			9437 8997
Grade III	Boys Girls		3 8	278 340	1922 2167	3104 3252	2117 1892	1197 993	610 487	389 275	209 122	113 71	37 13	6	2	1	2		9988 9629
Grade IV	Boys Girls		1	20 23	359 379	1534 1667	2456 2550	2030 1855	1313 1096	739 580	399 318	153 142	36 28	4	4	1	1		9082 8655
Grade V	Boys Girls			1	23 16	345 348	1224 1284	2036 2190	1770 1662	1080 972	645 491	288 233	95 56	8	2	1	2		7522 7289
Grade VI	Boys Girls				2	43 34	294 350	1044 1163	1766 1849	1597 1509	1141 886	554 442	154 104	26	3	3	1		6629 6369
Grade VII	Boys Girls					3 3	29 22	289 231	875 845	1465 1518	1341 1353	894 866	275 374	71	25	9	1		5278 5359
Grade VIII	Boys Girls						2 5	61 59	306 372	1041 1148	1424 1669	1348 1469	657 641	174	42	17	11	10	5093 5607
Grade IX	Boys Girls							4 1	33 36	193 229	515 647	760 980	562 704	230	90	29	16	13	2445 3156
Grade X	Boys Girls								1	25 18	154 167	362 487	456 676	336	138	52	26	16	3156 1574
Grade XI	Boys Girls									2 1	10 1	93 32	220 276	449	235	62	27	24	2145 927
Grade XII	Boys Girls												244 425	244 81	183 62	91 51	44 32	35 25	1298 340
Totals by Sex	Boys Girls	449 424	4570 4315	7833 7554	9005 8413	8422 8275	7643 7608	7337 7197	7070 6698	6779 6443	5954 5769	4670 4848	2563 2935	1199 1608	576 828	245 343	130 151	123 108	74558 73487
Grand Totals		873	8885	15387	17418	16697	15251	14534	13728	13222	11723	9518	5498	2807	1404	588	281	231	148045
Beginning Grade I Within Year	Boys Girls	228 205	3145 2842	3719 3327	1232 1003	451 396	140 164	33 38	11 8	8 6	2 1	2 2	1 1						8972 7993
Repeating Grade I From Previous Year	Boys Girls		264 247	1015 821	1128 872	480 416	225 256	147 133	75 58	39 36	30 22	14 11	6 3	1	2	1	1		3428 2875

TABLE 5a.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE
UNDER AGE, NORMAL, AND OVER AGE.

	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Grade I.....	620	19,756	10,523	30,899	2.01	63.93	34.06
Grade II.....	320	10,550	7,554	18,424	1.73	57.26	41.01
Grade III.....	629	10,445	8,543	19,617	3.21	53.24	43.55
Grade IV.....	783	8,207	8,727	17,717	4.42	46.32	49.26
Grade V.....	733	6,734	7,324	14,791	4.96	45.53	49.51
Grade VI.....	723	5,822	6,453	12,998	5.56	44.79	49.65
Grade VII.....	577	4,703	5,357	10,637	5.43	44.21	50.36
Grade VIII.....	805	5,282	4,613	10,700	7.52	49.36	43.12
Grade IX.....	496	2,902	2,203	5,601	8.86	51.81	39.33
Grade X.....	365	1,981	1,373	3,719	9.82	53.26	36.92
Grade XI.....	214	1,165	846	2,225	9.63	52.35	38.02
Grade XII.....	155	307	255	717	21.62	42.82	35.56
Totals.....	6,420	77,854	63,771	148,045	4.33	52.59	43.08

This is a Summary of Table 5. The number of pupils over age and behind in their grades is larger than should be. No doubt the outstanding cause of this condition is the fact that the schools do not operate for a sufficiently long year, and that the pupils lose a great number of days even when schools are in operation. See also Table 22.

TABLE 6.

GRAPH I.

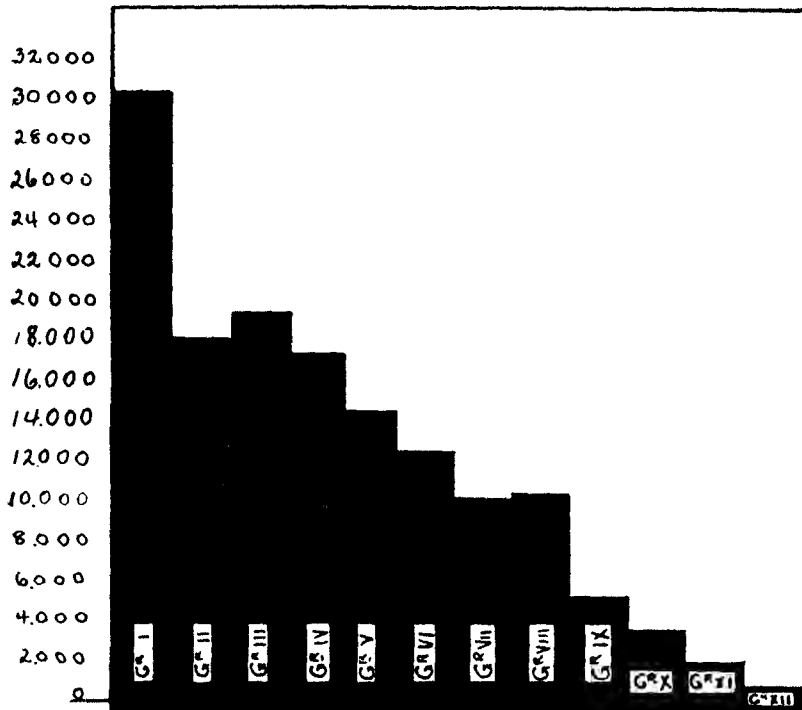
DISTRIBUTION OF PUPILS

TABLE 7.

The following is the number of pupils leaving school at the age of 15 years:

Grade I	45
Grade II.....	42
Grade III.....	164
Grade IV.....	234
Grade V.....	361
Grade VI.....	544
Grade VII.....	787
Grade VIII.....	1,188
Grade IX.....	495
Grade X.....	191
Grade XI.....	91
Grade XII.....	17

Total..... 4,159

Explanatory data reveal that a large percentage of those leaving school in lower grades are children who are recent arrivals from foreign lands. Many are well educated in their own language, but know very little English.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I.....	.03
Grade II.....	.03
Grade III.....	.11
Grade IV.....	.16
Grade V.....	.24
Grade VI.....	.37
Grade VII.....	.53
Grade VIII.....	.80
Grade IX.....	.33
Grade X.....	.13
Grade XI.....	.06
Grade XII.....	.01
Total.....	2.80

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I.....	1.08
Grade II.....	1.01
Grade III.....	3.99
Grade IV.....	5.62
Grade V.....	8.68
Grade VI.....	13.08
Grade VII.....	18.97
Grade VIII.....	28.50
Grade IX.....	11.90
Grade X.....	4.59
Grade XI.....	2.18
Grade XII.....	.40
Total.....	100.

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I.....	.13
Grade II.....	.23
Grade III.....	.86
Grade IV.....	1.32
Grade V.....	2.44
Grade VI.....	4.19
Grade VII.....	7.38
Grade VIII.....	11.10
Grade IX.....	8.83
Grade X.....	5.13
Grade XI.....	4.08
Grade XII.....	2.37

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH
DURING THE YEAR, JULY 1, 1922-JUNE 30, 1923.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance Per Month
July.....	298,027.5	245,291	82.30
August.....	596,221.5	501,969.5	84.16
September.....	2,058,790	1,802,821.5	87.05
October.....	2,404,698	2,121,989.5	88.24
November.....	2,324,809.5	2,074,138	89.33
December.....	1,683,440.5	1,451,224	86.25
January.....	2,003,882.5	1,729,415	86.30
February.....	1,950,523	1,645,306	84.35
March.....	2,227,263	1,919,893	86.20
April.....	1,954,906.5	1,698,274	86.87
May.....	2,555,199	2,267,062	88.72
June.....	2,286,693.5	1,995,174.5	87.25

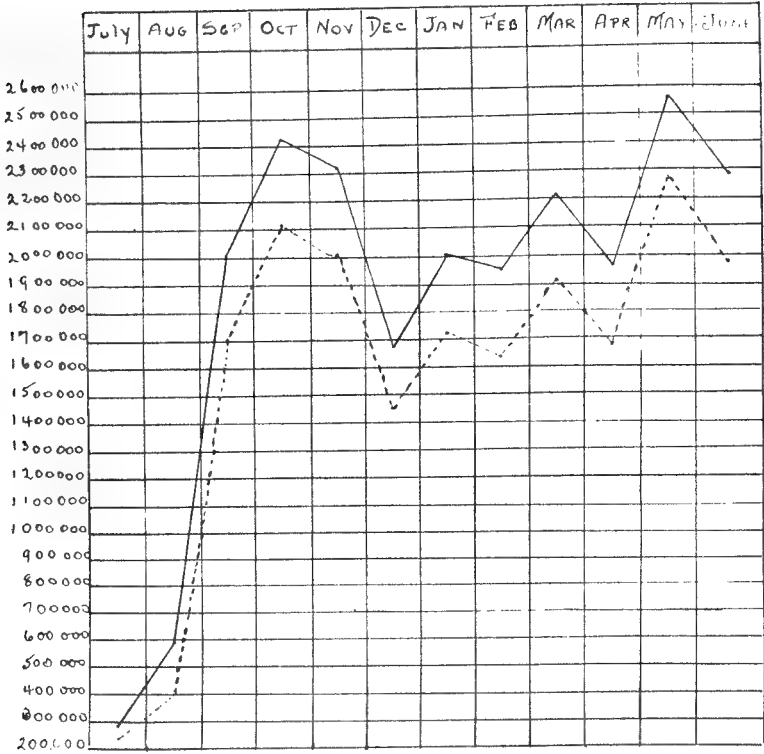
Average monthly percentage of attendance..... 86.42

Information provided here makes the study of attendance very interesting. It is not possible to obtain such a correct statement on the yearly basis. To secure attendance records week by week would be very difficult, and would not serve our purpose much better than the monthly ones. Weather conditions caused a falling off in attendance in February. The low percentage of July and August is due to irregular attendance at these summer schools. Most of these schools do not operate many days, so that the pupils really attend a very small number of days in the year. This fact is the principal cause of the low percentage of attendance of total enrolment of ungraded schools as shown in Table 2.

DEPARTMENT OF EDUCATION

TABLE 12.
GRAPH II.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE ATTENDANCE AND ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION BY MONTHS



Possible Aggregate Attendance shown in black line Actual Aggregate shown in dotted line

TABLE 13.
SCHOOL DISTRICTS

School Districts in existence December 31, 1922, including the units in consolidations.....	3,297
Consolidations in existence December 31, 1922.....	68
Number of School District units in such consolidations.....	217
School Districts erected during the year 1923:	
Public.....	26
Separate.....	1
School Districts disorganized during the year 1923:	
Public.....	6
Total number of School Districts in Province December 31, 1923, including the units in consolidations.....	3,318
Total number of Consolidations in Province December 31, 1923.....	68
Total number of School District units in consolidations 1923.....	216
Number of Rural High Schools in Province December 31, 1923.....	2
Number of Units in Rural High Schools December 31, 1923.....	11

To obtain the number of school districts which could actually operate deduct 216 from 3,318 and add 68. The two Rural High Schools could also be added, as they are rooms admitting pupils from several districts. They are, however, really districts within districts.

TABLE 14.
ATTENDANCE OF PUPILS

No. of Pupils attending school during the year.....	148,045
No. of Boys.....	74,558
No. of Girls.....	73,487
Total aggregate attendance for the year.....	19,452,558
Total average attendance for the year.....	105,363.89

It is interesting to note that along with Table 21 we find average number enrolled per room is 31.3 pupils, and the average attendance per room is 22.3. Last year the average number of pupils per room was 31.9, while the average attendance per room was 22.4.

TABLE 15.
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR

Less than 20 days.....	6,151
Between 20 and 39 days.....	9,709
Between 40 and 59 days.....	10,571
Between 60 and 79 days.....	8,474
Between 80 and 99 days.....	9,197
Between 100 and 119 days.....	10,129
Between 120 and 139 days.....	10,868
Between 140 and 159 days.....	14,914
Between 160 and 179 days.....	25,536
Between 180 and 199 days.....	39,811
200 days and over.....	2,685
Total.....	148,045

Over 45 per cent. of the enrolment attended over 160 days. During the previous year over 51 per cent. of enrolment attended over 160 days. This is partly accounted for by the fact that the average length of school year is 184.62 days (see Table 22) this year, and was 187 days last year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING
THE YEAR

Public Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert.....	169	120.57	87.2
Edmonton.....	14,169	11,568.30	92.4
Calgary.....	13,825	11,031.20	90.1
Thibault.....	145	110.81	95.3
Macleod.....	420	327.74	91.8
Lethbridge.....	2,521	1,974.36	90.3
Medicine Hat.....	3,142	2,357.19	90.4
Fort Saskatchewan.....	285	208.36	89.6
Gleichen.....	199	146.62	88.4
Red Deer.....	718	587.23	92.6
Pincher Creek.....	279	211.93	88.2
High River.....	380	295.66	90.2
Okotoks.....	203	164.60	90.4
Innisfail.....	290	226.93	88.7
Olds.....	346	251.48	87.9
Lacombe.....	407	300.55	89.4
Wetaskiwin.....	633	495.05	92.4
Leduc.....	264	212.72	92.6
Ponoka.....	277	206.09	90.4
Cardston.....	725	606.29	94.1
Magrath.....	505	407.98	91.6
Blairmore.....	524	402.62	89.8
Didsbury.....	293	210.46	92.3
Raymond.....	512	428.76	91.2
Claresholm.....	381	264.78	86.8
Athabasca.....	175	113.76	88.1
Irvine.....	102	78.86	90.5
Taber.....	604	458.28	90.7
Stavely.....	153	112.02	91.5
Coleman.....	633	513.71	90.
Granum.....	138	110.50	91.3
Camrose.....	654	526.84	91.5
Vermilion Centre.....	390	304.13	90.8
Stettler.....	478	368.56	90.6
New Vegreville.....	526	406.90	91.4
Daysland.....	202	138.92	91.6
Strathmore.....	204	158.12	91.4
Wainwright.....	312	228.02	89.1
Hardisty.....	189	147.15	87.8
Diamond City.....	67	50.78	91.2
Tofield.....	202	158.47	89.9
Carmangay.....	100	73.26	90.3
Brooks.....	138	98.51	88.7
Bassano.....	227	173.13	91.3
Castor.....	243	173.71	90.3
Redcliffe.....	322	217.49	81.5
Beverley.....	313	242.71	91.1
Edson.....	325	262.01	88.2
Coronation.....	212	149.15	87.4
Drumheller.....	1,098	806.43	89.3
Hanna.....	448	293.80	89.3
Grouard.....	138	94.57	92.7
Peace River.....	271	171.10	86.4
National Park.....	339	241.16	87.5
Grande Prairie.....	313	183.55	83.2
St. Paul.....	297	197.79	85.2
Big Valley.....	285	203.68	85.1

TABLE 17.

ROMAN CATHOLIC SEPARATE SCHOOLS

Public Schools	Enrolment	Average Attendance	Av. Monthly Percentages
Calgary.	1,363	1,068.90	89.5
Edmonton.	1,996	1,460.92	91.9
Holy Cross.	50	35.83	92.8
Lethbridge.	572	468.75	91.4
Sacred Heart.	70	54.56	92.7
St. Martin's.	104	78.45	94.2
North Red Deer.	57	46.35	95.3
Pontmain.	103	75.92	90.8
St. Louis.	155	117.08	93.1
Theresetta.	84	48.86	89.1

Average of monthly percentages of attendance for Town Schools during the year for the months actually operated. 88.8

TABLE 18.

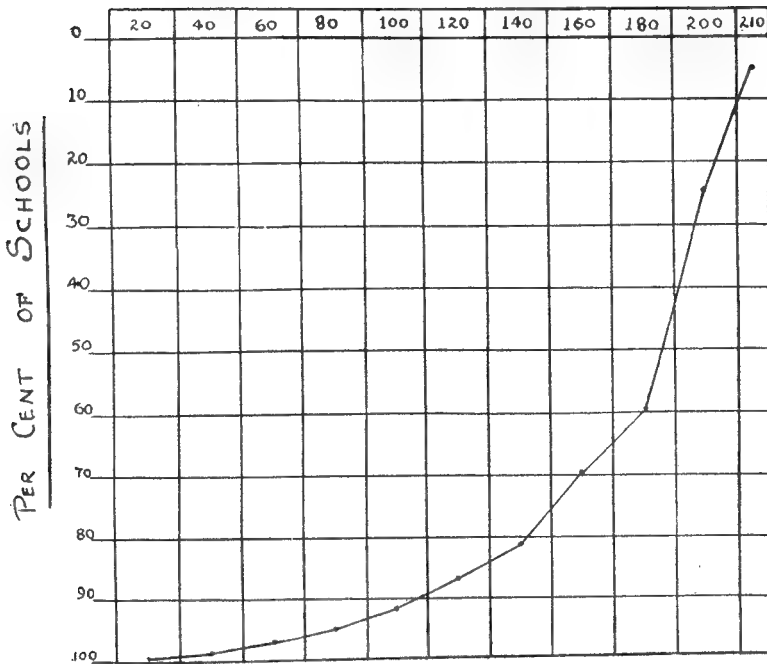
Table showing the number of schools in operation and days operated during the year:

Over 210 days.	187
210 days and over 200.	564
200 days and over 180.	1,001
180 days and over 160.	356
160 days and over 140.	319
140 days and over 120.	196
120 days and over 100.	113
100 days and over 80.	90
80 days and over 60.	76
60 days and over 40.	62
40 days and over 20.	19
20 days and less.	12
Total.	2,995

There were 70 per cent. this year, and 68 per cent. last year, of the schools operating over 160 days.

TABLE 19.

GRAPH III.

SCHOOLS IN OPERATION 1922-23.NUMBER OF DAYS.

This Graph is to be interpreted as follows: Number of schools operating at least 20 days is 99.7%; at least 40 days is 98.9% at least 60 days 96.9%, at least 80 days 96.9%, etc

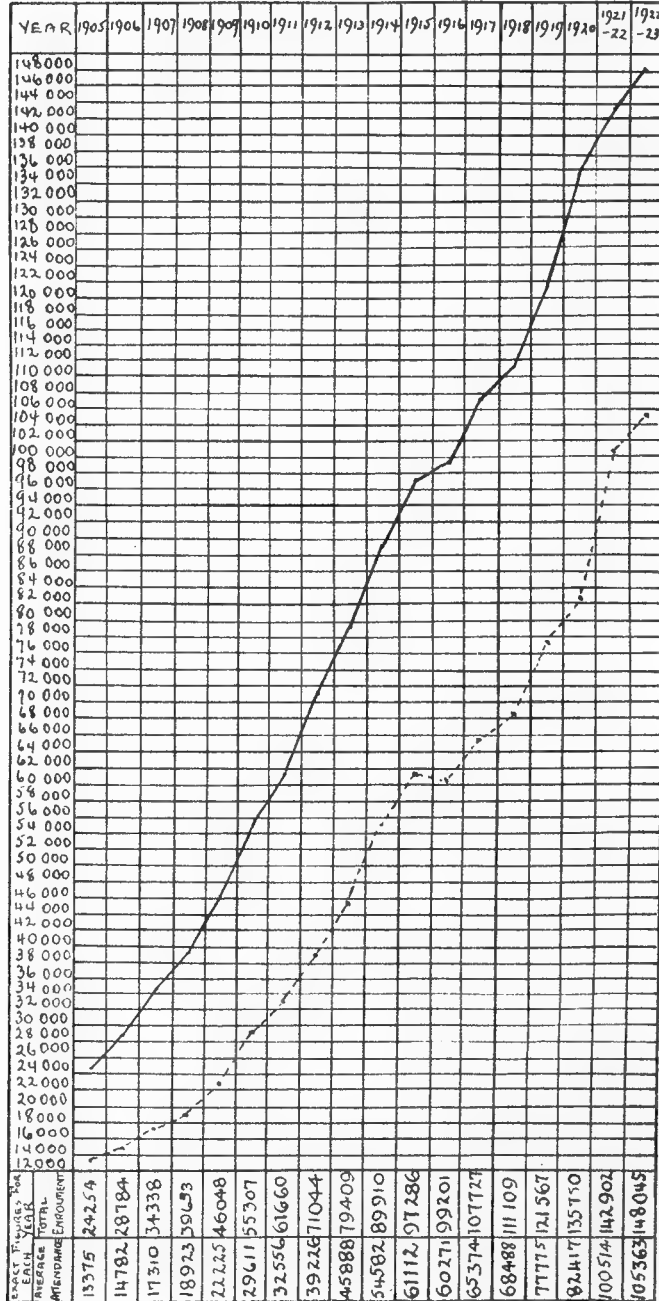
TABLE 20.
GRAPH IVDIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE
IN ALBERTA SCHOOLS FROM 1905 - 1923 INCL.Enrolment Shown in Black Line Average Attendance in Dotted Line

TABLE 21.
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1922, AND JUNE 30, 1923, AND NUMBER OF DEPARTMENTS IN EACH

Schools Having	Total Schools		Total Departments	
	June, 1922	June, 1923	June, 1922	June, 1923
1 department	2,588	2,703	2,588	2,703
2 departments	112	127	224	254
3 "	67	67	201	201
4 "	27	27	108	108
5 "	12	15	60	75
6 "	15	15	90	90
7 "	7	7	49	49
8 "	7	5	56	40
9 "	2	5	18	45
10 "	3	5	30	50
11 "	6	3	66	33
12 "	1	2	12	24
13 "	2	1	26	13
14 "	2	2	28	28
15 "	1	1	15	15
16 "	..	1	..	16
17 "	1	..	17	..
18 "	..	2	..	36
19 "	1	..	19	..
21 "	1	..	12	..
23 "	..	1	..	23
39 "	1	..	39	..
43 "	..	1	..	43
49 "	1	..	49	..
51 "	..	1	..	51
55 "	1	..	55	..
58 "	..	1	..	58
72 "	1	..	72	..
77 "	..	1	..	77
316 "	1	..	316	..
326 "	1	..	326	..
345 "	..	1	..	345
352 "	..	1	..	352
Totals	2,861	2,995	4,485	4,729

The number of one-room and two-room schools in operation has greatly increased. This indicates that many localities which previously had no educational facilities, are now provided with same.

TABLE 22.

1. Aggregate number of days attended during the year.....	19,452,558
2. Average number attending each day.....	105,363.89
3. Average number of days Schools were open during the year.....	184.62
4. Average number of days Pupils attended during the year.....	133.32
5. Average number of days lost by Pupils during the year.....	76.68
6. Percentage of total attendance in average attendance.....	71.17
7. Percentage proportionate of secondary to elementary grades.....	9.03

This information compares very favourably with past years. Even though the length of the school year is less than last year, we note that the number of days attended by pupils is greater and the number of days lost is less. Number of days lost is based on a school year of 210 days. Pupils lost over 27 per cent. of the time schools operated. Schools of Cities operated less than 200 days. The percentage of total attendance in average attendance has increased nearly one per cent. The percentage proportionate of Secondary to Elementary grades shows nearly a one per cent. increase. This is very gratifying to all interested in education. Grades I to VIII (inclusive) are elementary and Grades IX to XII are Secondary.

TABLE 23.
INFORMATION RECEIVED FROM 59 CITY AND TOWN SCHOOLS
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION

ACADEMIC COURSE

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals By Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra.	918	1170	673	1025	426	683	155	173	2172	3051	5223
Arithmetic and Mensuration	985	1315	11	42	415	701	..	..	1411	2058	3469
Chemistry.	..	..	..	..	414	682	44	80	458	762	1220
English Composition.	358	1249	627	997	418	698	158	205	2161	3149	5310
English Grammar.	918	1160	671	1006	14	6	1	..	1604	2172	3776
English Literature.	981	1314	680	1074	374	609	141	168	2176	3165	5441
French (oral).	283	376	195	335	107	174	38	64	623	949	1572
French (other than ora) ..	568	724	309	458	166	248	56	90	1099	1520	2619
Elementary Science (Grades IX and X) ...	961	1209	675	1032	..	..	..	..	1636	2241	3877
Geography.	..	..	690	1091	7	29	..	..	697	1120	1817
Geometry.	947	1201	672	1027	415	684	148	172	2182	3084	5266
German.	8	6	12	21	12	5	..	..	32	32	64
History of Literature.	..	..	..	..	..	..	152	188	152	188	340
History, Ancient.	..	..	..	..	322	572	68	78	390	650	1040
History, British.	775	1130	81	85	2	6	39	68	897	1289	2186
History and Civics (Canadian).	211	181	588	929	180	300	..	..	979	1410	2389
History, Modern.	11	10	7	9	123	155	99	148	240	322	562
Latin.	518	604	244	284	142	126	41	40	945	1054	1999
Physics (Grades XI and XII) .	..	..	..	..	391	606	144	155	535	761	1296
Trigonometry.	..	..	..	..	..	..	162	208	162	208	370

COMMERCIAL COURSE

Book-keeping.	44	127	16	64	..	..	..	..	60	191	251
Business Law.	..	..	15	52	..	..	..	..	15	52	67
Stenography.	44	127	18	128	..	..	..	..	62	255	317
Typewriting.	44	127	21	128	..	..	..	..	65	255	320

TECHNICAL AND SPECIAL COURSES

Agriculture.	..	..	..	..	347	551	..	..	347	551	898
Art.	731	868	616	861	1	..	..	..	1348	1729	3077
Domestic Science.	..	298	..	272	..	57	..	..	..	627	627
Physical Culture.	569	792	420	670	249	394	77	111	1315	1967	3282
Military Drill.	384	63	301	36	166	48	62	..	913	147	1060
Music.	152	195	87	132	59	66	11	31	309	424	733
Mechanical Drawing.	..	..	..	..	..	..	..	..	..	..	..
Manual Training.	226	..	125	..	27	..	..	..	378	..	378

TABLE 24.

INFORMATION RECEIVED FROM 59 CITY AND TOWN SCHOOLS

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE, AND AGE LAST BIRTHDAY

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade IX	Boys	..	1	13	81	220	342	251	90	34	7	2	2	1043
	Girls	..	..	8	99	293	402	333	158	45	10	2	5	1355
Grade X	Boys	..	..	..	7	41	165	223	153	76	13	12	4	694
	Girls	..	..	..	8	77	296	382	233	122	26	6	7	1157
Grade XI	Boys	..	..	..	1	10	46	110	120	96	32	15	18	448
	Girls	..	..	..	1	4	47	158	224	145	96	24	13	712
Grade XII	Boys	..	..	..	..	3	12	25	42	30	30	17	12	171
	Girls	..	..	..	..	..	2	23	62	64	36	12	11	210
Totals by Sex	Boys	..	1	13	89	274	565	609	405	236	82	46	36	2356
	Girls	..	..	8	108	374	747	896	677	376	168	44	36	3434
Grand Totals.....	..	..	1	21	197	648	1312	1505	1082	612	250	90	72	5790

TABLE 25.

POST-SCHOOL RECORD OF PUPILS

Statistics of Pupils 15 Years of Age and Over who left the Schools of Cities, Towns, Villages and Consolidations between July 1, 1922, and June 30, 1923.

1. Number of Pupils Leaving to attend:—	Totals
(a) Normal Schools.....	350
(b) Universities and Institute of Technology and Art.....	85
(c) Business Colleges.....	89
(d) Other Schools.....	1,649
	2,173
2. Number of Pupils who left the District.....	4,225
3. Number who Died.....	135
4. Number Permanently at Home owing to Ill Health.....	305
5. Number at Work—	

GIRLS.—NUMBER LEAVING IN EACH OF THE FOLLOWING:

Grades	7 and under	8	9	10	11	12	Total	
(a) At Home.....	727	399	233	132	48	9	1,548	
(b) In Domestic Service.....	129	72	17	25	3	1	247	
(c) In Shops and Offices.....	15	17	24	40	14	..	110	
(d) In Factories.....	4	6	2	1	2	..	15	
(e) Learning a Trade.....	8	6	15	12	9	..	50	
(f) In Other Occupations, such as delivering messages, etc. (specify).....	6	6	7	3	6	3	31	
(g) In Occupations not known.....	31	9	14	14	10	8	86	
Totals.....	920	515	312	227	92	21	2,087	2,087

BOYS.—NUMBER LEAVING IN EACH OF THE FOLLOWING:

Grades	7 and under	8	9	10	11	12	Total	
(a) At Home (farming, etc.).....	1,065	626	219	103	27	5	2,045	
(b) In Shops and Offices as Clerks.....	25	22	37	42	20	2	148	
(c) In Factories, Mines, etc.....	14	21	5	6	4	..	50	
(d) Learning a Trade.....	37	15	26	10	12	1	101	
(e) In Other Occupations, such as messengers, delivery boys, etc. (specify).....	58	53	27	13	7	3	161	
(f) In Occupations not known.....	74	34	32	15	12	12	179	
Totals.....	1,273	771	346	189	82	23	2,684	2,684

6. Number Not at Work. Number Leaving in each of the following:

Grades	7 and under	8	9	10	11	12	Total	
(a) Girls.....	149	71	66	38	39	32	395	
(b) Boys.....	152	61	21	36	33	25	328	
Totals.....	301	132	87	74	72	57	723	723

Grand Total..... 12,332

DEPARTMENT OF EDUCATION

TABLE 26.

RECEIPTS AND EXPENDITURES

SUMMARY OF RECEIPTS AND EXPENDITURES OF SCHOOL DISTRICTS FOR THE YEAR 1922

RECEIPTS.

Cash on hand January 1, 1922.....	\$ 937,227.84
Proceeds from Debentures.....	1,262,119.86
Taxes Collected.....	7,475,581.92
Government Grants.....	1,241,518.32
Pupils' Fees.....	48,650.37
Borrowed by Note.....	2,232,254.24
Amount Advanced by Treasurers.....	10,113.42
Received from other Sources.....	206,884.53
	\$13,414,350.50

EXPENDITURES.

Teachers' Salaries.....	\$ 5,428,826.20
Officials' Salaries.....	283,875.77
Paid on Debentures.....	1,183,982.74
Paid on Notes (Renewals and Interest).....	2,457,355.91
School Buildings and Repairs.....	999,786.83
School Grounds.....	144,142.97
School Furniture.....	190,374.97
Library and Reference Books.....	32,439.08
Apparatus and Equipment.....	51,859.54
Supplies and Stationery, etc.....	221,321.92
Caretaking and Fuel.....	776,380.42
Insurance.....	62,353.90
Other Expenditures.....	525,671.11
Balance on Hand December 31, 1922.....	1,055,979.14
	\$13,414,350.50

The Balance on hand at end of 1922 was over a million dollars, which was above expectations.

TABLE 27.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND EXPENDITURES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1922.

Receipts	Town and Village Districts	Rural Districts
Cash on hand January 1, 1922.....	\$ 435,402.53	\$ 501,825.31
Proceeds of Debentures.....	1,028,024.60	234,095.26
Taxes Collected.....	4,633,233.16	2,842,348.76
Government Grants.....	651,963.15	589,555.17
Pupils' Fees.....	31,853.68	16,796.69
Borrowed by Note.....	1,123,157.67	1,109,096.57
Amount Advanced by Treasurers.....	3,716.57	6,396.85
Other Sources.....	148,512.13	58,372.40
	\$8,055,863.49	\$5,358,487.01
Expenditures		
Teachers' Salaries.....	\$3,008,702.33	\$2,420,123.87
Officials' Salaries.....	139,354.31	144,521.46
Paid on Debentures.....	906,577.64	277,405.10
Paid on Notes (Renewals and Interest).....	1,435,170.95	1,022,184.96
School Buildings and Repairs.....	706,921.82	292,865.01
School Grounds.....	82,806.31	61,336.66
School Furniture.....	106,393.33	83,981.64
Library and Reference Books.....	8,350.19	24,088.89
Apparatus and Equipment.....	31,905.39	19,954.15
Supplies, Stationery, etc.....	153,123.41	68,198.51
Caretaking and Fuel.....	537,680.96	238,699.46
Insurance.....	33,341.54	29,012.36
Other Expenditures.....	358,691.73	166,979.38
Balance on hand December 31, 1922.....	546,843.58	509,135.56
	\$8,055,863.49	\$5,358,487.01

TABLE 28.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1922.

Assets	Town and Village Districts	Rural Districts
Cash on Hand.....	\$ 546,843.58	\$ 509,135.56
Arrears of Taxes Due.....	2,612,721.15	2,640,963.21
Estimated Value of Land and Buildings.....	14,012,517.64	4,429,495.04
Estimated Value of Furniture and Apparatus.....	1,212,046.98	1,077,171.92
Estimated Value of School Libraries.....	99,583.60	231,997.51
Other Assets.....	1,010,089.11	106,326.69
	\$19,493,802.06	\$8,995,089.93
Liabilities		
Teachers' Salaries.....	\$ 38,295.20	\$ 211,519.40
Debenture Indebtedness.....	9,963,470.39	1,466,980.42
Outstanding Accounts.....	2,397,907.78	1,110,733.44
Amount Due Treasurers.....	434.37	5,375.74
Excess of Assets over Liabilities.....	7,093,694.32	6,200,480.93
	\$19,493,802.06	\$8,995,089.93

TABLE 29.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS FOR THE YEAR 1922

ASSETS

Cash on hand.....	\$ 1,055,979.14
Arrears of Taxes Due.....	5,253,684.36
Estimated Value of Land and Buildings.....	18,442,012.68
Estimated Value of Furniture and Apparatus.....	2,289,218.90
Estimated Value of School Libraries.....	331,581.11
Other Assets.....	1,116,415.80
	\$28,488,891.99

LIABILITIES

Teachers' Salaries.....	\$ 249,814.60
Debenture Indebtedness.....	11,430,450.81
Outstanding Accounts.....	3,508,641.22
Amount Due Treasurers for Money Advanced.....	5,810.11
Excess of Assets over Liabilities.....	13,294,175.25
	\$28,488,891.99
Total Insurance of Property.....	\$13,293,083.45

There has been an increase in the Excess of Assets over Liabilities which is indicative of the finances of our school districts. It is well to observe also that the school district property is well protected by Insurance.

TABLE 30.
COMPARATIVE COST OF EDUCATION

In All Schools—	
Cost per pupil per year according to enrolment.....	\$60.14
Cost per pupil per year according to average attendance.....	84.70
Average cost per pupil for each day in attendance.....	.488
In Ungraded Schools—	
Cost per pupil per year according to enrolment.....	54.17
Cost per pupil per year according to average attendance.....	83.15
Average cost per pupil for each day in attendance.....	.485
In Graded Schools—	
Cost per pupil per year according to enrolment.....	65.45
Cost per pupil per year according to average attendance.....	85.82
Average cost per pupil for each day in attendance.....	.477
In Town and Village Schools—	
Cost per pupil per year according to enrolment.....	53.38
Cost per pupil per year according to average attendance.....	73.19
Average cost per pupil for each day in attendance.....	.483
In City Schools—	
Cost per pupil per year according to enrolment.....	77.13
Cost per pupil per year according to average attendance.....	96.36
Average cost per pupil for each day in attendance.....	.489

The cost of operation shows a considerable decrease over the previous year in all except City Schools. There has been a great increase in the cost in City Schools according to enrolment and to average attendance. There has been a slight increase in cost per day per pupil in Town and Village schools.

TABLE 31.
TEACHERS' SALARIES, 1923

RURAL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries paid		
		Highest	Lowest	Average
First Male.	221	\$2,300	\$800	\$1,122.33
First Female.....	432	1,500	840	1,075.40
Second Male.....	456	2,000	840	1,120.87
Second Female.....	1,729	1,620	840	1,039.80
Third Male.....	83	2,500	840	1,027.77
Third Female.....	309	1,500	840	1,020.63
Permit Male.....	86	1,200	840	997.42
Permit Female.....	97	1,320	840	1,065.26
*Pending Male.....	19	1,200	840	987.36
*Pending Female.....	37	1,260	840	1,017.75
Special Male.....	..	..	..	..
Special Female.....	..	..	..	..

*Teachers whose standing has not been determined for Alberta.

TABLE 32.

TOWN SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	219	\$3,500	\$1,100	\$2,152.92
First Female.....	372	3,000	1,000	1,497.00
Second Male.....	73	3,000	950	1,617.95
Second Female.....	734	2,200	840	1,317.45
Third Male.....	3	3,000	1,200	1,833.33
Third Female.....	17	1,500	900	1,202.90
Permit Male.....	..	..	..	..
Permit Female.....	2	840	840	840.00
*Pending Male.....	1	1,900	1,900	1,900.00
*Pending Female.....	2	1,500	1,155	1,327.50
Special Male.....	38	3,900	900	2,303.94
Special Female.....	25	3,250	1,400	2,024.40

*Teachers whose standing has not been determined for Alberta.

TABLE 33.

VILLAGE SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	50	\$3,300	\$1,200	\$1,753.60
First Female.....	47	2,100	900	1,193.83
Second Male.....	35	2,000	1,000	1,396.00
Second Female.....	135	1,600	840	1,158.90
Third Male.....	5	1,620	1,200	1,466.50
Third Female.....	15	1,400	840	1,054.00
Permit Male.....	..	..	..	..
Permit Female.....	2	840	840	840.00
*Pending Male.....	..	..	..	..
*Pending Female.....	1	1,100	1,100	1,100.00
Special Male.....	..	..	..	..
Special Female.....	..	..	..	..

*Teachers whose standing has not been determined for Alberta.

TABLE 34.

ROMAN CATHOLIC SEPARATE.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	4	\$2,150	\$1,100	\$1,587.50
First Female.....	52	1,600	840	1,125.96
Second Male.....	10	2,100	840	1,360.00
Second Female.....	111	1,800	840	1,085.82
Third Male.....	..	..	..	..
Third Female.....	6	1,350	900	1,051.66
Permit Male.....	..	..	..	..
Permit Female.....	..	..	..	..
*Pending Male.....	..	..	..	..
*Pending Female.....	4	1,050	840	947.50
Special Male.....	..	..	..	..
Special Female.....	1	1,600	1,600	1,600.00

*Teachers whose standing has not been determined for Alberta.

TABLE 35.

CONSOLIDATED SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	50	\$2,450	\$1,100	\$1,642.60
First Female.....	36	1,700	900	1,211.11
Second Male.....	21	2,000	1,000	1,442.85
Second Female.....	109	1,680	900	1,161.37
Third Male.....	1	1,500	1,500	1,500.00
Third Female.....	15	1,375	1,000	1,191.00
Permit Male.....	..	..	..	..
Permit Female.....	4	1,200	1,000	1,100.00
*Pending Male.....	..	..	..	..
*Pending Female.....	..	..	..	..
Special Male.....	..	..	..	..
Special Female.....	..	..	..	..

*Teachers whose standing has not been determined for Alberta.

TABLE 36.
IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	544	\$3,500	\$900	\$1,651.57
First Female.....	939	3,000	840	1,250.06
Second Male.....	595	3,000	840	1,213.42
Second Female.....	2,818	2,200	840	1,125.79
Third Male.....	92	3,000	840	1,083.02
Third Female.....	362	1,500	840	1,038.15
Permit Male.....	86	1,200	840	997.42
Permit Female.....	105	1,320	840	1,042.01
*Pending Male.....	20	1,900	840	1,033.00
*Pending Female.....	44	1,500	840	1,027.16
Special Male.....	38	3,900	900	2,303.94
Special Female.....	26	3,250	1,400	2,008.07

*Teachers whose standing has not been determined for Alberta.

TABLE 37.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR, FROM 1906 TO 1923 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Number of School Districts	Number of Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	729	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.23	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,222.17	*50,179.18	†5,213,011.25	†5,320	†3,301	†86	†18,055,485.21	†301,364.86	†12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	.....	5,669	3,388	27	.....	.....	.....

*For the first term only.

†For the calendar year.

A consistent increase in value of school buildings, libraries, and Excess of Assets over Liabilities, indicates an encouraging situation. The average number of pupils per Teacher is 22.11, while the average last year was 24.7 per Teacher.

TABLE 38.
SCHOOL DISTRICTS ERECTED DURING THE YEAR 1923

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Windfield.....	4160	Jan. 8, 1923	55	11-12	5	Alfred Potts
Swedeboro.....	4161	Jan. 8, 1923	56	8	4	P. Moren
Newbrook.....	4162	Jan. 9, 1923	61	20	4	A. Rogne
Balsam Grove....	4163	Jan. 9, 1923	61-62	19-20	4	L. Croswell
Stewartfield....	4164	Jan. 17, 1923	58	4-5	5	F. Wiggins
Helmsdale.....	4165	Jan. 24, 1923	25	5-6	4	G. Gadsden
Crown Hill.....	4166	Feb. 23, 1923	53	1-2	4	H. Bacon
Ridgeclough....	4167	Mch. 23, 1923	46	1	4	E. H. Campbell
Hillmartin.....	4168	April 9, 1923	25	6-7	4	Ed. Porter
Gravelhurst....	4169	April 30, 1923	24-25	1-2	4	
Rabbit Lake.....	4170	May 1, 1923	26-27	20-21	4	H. A. Sandford
Entrance.....	4171	June 8, 1923	50-51	25-26	5	R. T. Woodley
Leslieville Village	4172	June 20, 1923	39	4-5	5	J. A. Card
Kelsey.....	4173	June 20, 1923	44-45	18-19	4	H. C. Berke
Clover Bar Village	4174	July 17, 1923	53	23	4	E. Keith
Bellerive.....	4175	Aug. 8, 1923	61-62	9-10	4	Jean Mahe
Grimsby.....	4176	Aug. 24, 1923	55	20	4	John Hare
Grainiew.....	4177	Sept. 7, 1923	51-52	1	4	
Hughes.....	4178	Sept. 7, 1923	50	7	4	
Clearwater River.	4179	Sept. 26, 1923	38-39	6-7	5	Mrs. E. Stickney
Tilley.....	4180	Oct. 9, 1923	17	12-13	4	E. Helderweirt
Renfrew.....	4181	Oct. 9, 1923	16-17	12-13	4	C. Colbin
Beaupre Creek...	4182	Nov. 8, 1923	26-27	5-6	5	F. G. Buchanan
Apremont.....	4183	Dec. 21, 1923	40	15-16	4	C. W. Shipley
Luscar.....	4184	Dec. 22, 1923	47	23-24	5	M. M. O'Brien
Fort Vermilion R.C.S.....	26	June 7, 1923	108	12-13	5	C. Deman

TABLE 39.
REPORT OF PRIVATE SCHOOLS

ELEMENTARY AND SECONDARY FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1923.
Number of Private Schools reporting..... 21

	Male	Female	Total
Number of Teachers in residence.....	24	50	74
Number of Teachers not in residence.....	20	28	48
Number of Pupils in residence.....	605	469	1,074
Number of Pupils not in residence.....	476	692	1,168
Number of Pupils also enrolled in publicly controlled schools.....	37	35	72
Number of Pupils doing work of elementary grades..	552	782	1,334
Number of Pupils doing work of secondary grades ..	416	255	671
Number of Pupils doing special work only.....	113	124	237

Total Enrolment..... 2,242
Average daily attendance..... 1,752.6
Average number of days schools operated..... 182.5
Length of course in years..... 6 to 14

SCHOOLS UNDER CONTROL OF:

(a) Church..... 11
Corporation..... 4
Society..... 1
Private Individuals..... 5
(b) Religious Denominations..... 17
Non-sectarian..... 4

The percentage of attendance is 78.16, which is higher than for other schools. The length of year is, however, shorter than in other schools. The enrolment of Private schools is included in total enrolment of Alberta schools.

TABLE 40.
TEACHERS' QUALIFICATIONS, CLASS OF WORK, ETC.

CLASS OF WORK:		No. of Teachers
More than half time given to Elementary grades.....	37	
More than half time given to Secondary grades.....	49	
More than half time given to Technical, Special or Commercial work.....	36	
		122
ACADEMIC QUALIFICATIONS:		
M.A.....	2	
D.D.....	1	
B.A.....	27	
B.A. & LL.D.....	1	
B.A. & D.D.....	1	
University Graduates.....	17	
First Class.....	12	
Second Class.....	11	
Normal Graduates.....	8	
Special.....	25	
Others.....	17	
		122
YEARS OF TEACHING EXPERIENCE:		
1- 5.....	45	
5-10.....	26	
10-15.....	27	
15-20.....	16	
Over 20.....	8	
The average yearly salary for all Teachers.....		\$1,177.00

TABLE 41.—PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
School Year Ended June 30, 1923.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Kindergarten . .	Boys	9	10	3	3														25
	Girls	15	22	6	2														45
Grade I	Boys	2	25	39	10	6												1	90
	Girls	2	19	54	17	14													124
Grade II	Boys			22	41	31	2	1	1	1									103
	Girls		1	30	63	37	5	2	1	1									143
Grade III	Boys			2	14	24	12	4	2	1									60
	Girls			3	19	32	24	5	1										86
Grade IV	Boys					12	25	18	1	2								1	59
	Girls				2	21	38	17	2	1									84
Grade V	Boys					1	15	26	18	8									78
	Girls					1	24	42	16	7									96
Grade VI	Boys						1	10	28	15									69
	Girls						4	21	43	18									109
Grade VII	Boys						1	2	15	32								1	77
	Girls							4	28	46									104
Grade VIII	Boys							4	12	18									85
	Girls							2	17	21									97
Grade IX	Boys							2	5	24									106
	Girls							1	1	21									91
Grade X	Boys									4									101
	Girls									1									64
Grade XI	Boys																		150
	Girls																		66
Grade XII	Boys																		78
	Girls																		52
Totals by Sex . .	Boys	11	36	66	68	74	58	67	84	105	110	76	72	75	63	35	26	55	1,081
	Girls	17	42	93	103	105	103	95	110	117	106	62	45	52	33	34	14	30	1,161
Grand Totals		28	78	159	171	179	161	162	194	222	216	138	117	127	96	69	40	85	2,242

TABLE 42.

PRIVATE SCHOOLS

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION

ACADEMIC COURSE.

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra.....	56	48	72	53	128	53	34	21	290	175	465
Arithmetic and Mensuration.....	47	47	12	16	127	47	31	19	217	129	346
Chemistry.....	15	28	4	10	67	28	9	18	95	84	179
English Composition.....	82	70	73	51	112	45	28	23	295	189	484
English Grammar.....	76	67	71	49	103	41	28	18	278	175	453
English Literature.....	74	73	85	59	115	56	46	31	320	219	539
French (oral).....	45	41	63	42	108	51	42	19	258	153	411
French (other than oral)....	45	41	63	42	86	37	28	13	222	133	355
Elementary Science (Grades IX and X).....	21	46	48	31	..	..	..	..	69	77	146
Geography.....	46	42	45	30	61	17	16	..	168	89	257
Geometry.....	56	63	75	41	115	51	23	9	269	164	433
German.....	33	..	22	2	2	3	4	3	61	8	69
History of Literature.....	..	..	..	..	..	..	..	3	..	3	3
History, Ancient.....	50	22	36	43	113	46	23	11	222	122	344
History, British.....	45	48	39	44	108	55	25	4	217	151	368
History and Civic (Canadian).....	33	39	91	59	77	52	38	4	239	154	393
History, Modern.....	47	25	68	46	114	55	12	5	241	131	372
Latin.....	75	62	57	41	106	48	20	14	258	165	423
Physics (Grades XI and XII)....	..	..	..	..	73	20	25	17	98	37	135
Trigonometry.....	..	..	..	..	..	..	22	27	22	27	49

COMMERCIAL COURSE.

Book-keeping.....	1	2	32	2	13	..	..	..	46	4	50
Business Law.....	..	..	28	..	..	..	..	..	28	..	28
Stenography.....	1	2	19	5	..	..	..	..	20	7	27
Typewriting.....	1	2	20	5	..	..	..	..	21	7	28

TECHNICAL AND SPECIAL COURSE.

Agriculture.....	..	6	1	4	19	25	..	..	20	35	55
Art.....	13	30	18	36	..	3	..	1	31	70	101
Domestic Science.....	..	..	..	..	..	..	..	..	..	..	..
Physical Culture.....	6	34	5	21	6	21	..	6	17	82	99
Military Drill.....	6	..	4	..	6	..	..	..	16	..	16
Music.....	33	19	26	8	4	9	5	3	68	39	107
Mechanical Drawing.....	..	..	..	..	..	..	..	..	..	..	..
Manual Training.....	3	13	..	..	7	..	9	12	19	25	44

TABLE 43.
REPORT OF BUSINESS COLLEGES (PRIVATE)
FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1923

Number of Business Colleges reporting..... 4

	Male	Female	Total
Number of Instructors.....	12	26	38
Number of Students enrolled.....	836	1,246	2,082
Number of Students in day courses.....	636	990	1,626
Number of Students in night courses (not also in day courses).....	200	256	456
AVERAGE NUMBER OF DAYS COLLEGES OPERATED:			
For day courses.....			221
For night courses.....			73
AVERAGE NUMBER OF HOURS OF SESSION:			
For day courses.....			5.37
For night courses.....			2.38
SYSTEMS OF SHORTHAND:			Students
Gregg.....			214
Pitman.....			203

TABLE 44.
COURSES OR COMBINATION OF COURSES

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
BUSINESS:				
Book-keeping.....	109	153	94	105
Shorthand.....	152	166	90	142
Office Routine.....	12	44	14	130
Telegraphy.....	17	2	21	4
CORRESPONDENCE:				
Commercial.....	169	161	58	55
Academic.....	43	52		
MUSIC:				
Piano, Violin, Organ, etc. (Day and Night courses).....	256	600		
EXPRESSION AND PHYSICAL CULTURE ...	42	66		
Total.....	800	1,244	277	436

TUITION FEES:	By Month	For Course
Day courses.....	\$16.00 - \$20.00	\$110.00
Night courses.....	6.00 - 7.50	....
NORMAL TIME FOR GRADUATION:		
Day or Night courses.....	6 to 10 months	

TABLE 45.
STUDENTS IN FOLLOWING BRANCHES OF SUBJECTS

	Students	
	Male	Female
Arithmetic, Commercial.	168	109
Banking.	20	10
Book-keeping.	109	153
Business Practice.	156	179
Civics.	48	35
Commercial Law.	107	21
Correspondence.	197	378
English Literature.	59	43
English Composition.	59	43
Filing.	141	279
French.	10	10
Business Papers.	106	31
Office Routine.	51	173
Penmanship.	191	375
Rapid Calculation.	163	247
Spelling.	244	313
Adding Machine.	32	58
Dictaphone. . . . .	....	6
Mechanical Book-keeping.	12	2
Mimeograph.	5	30
Rapid Calculator.	10	15
Typewriting.	256	290

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